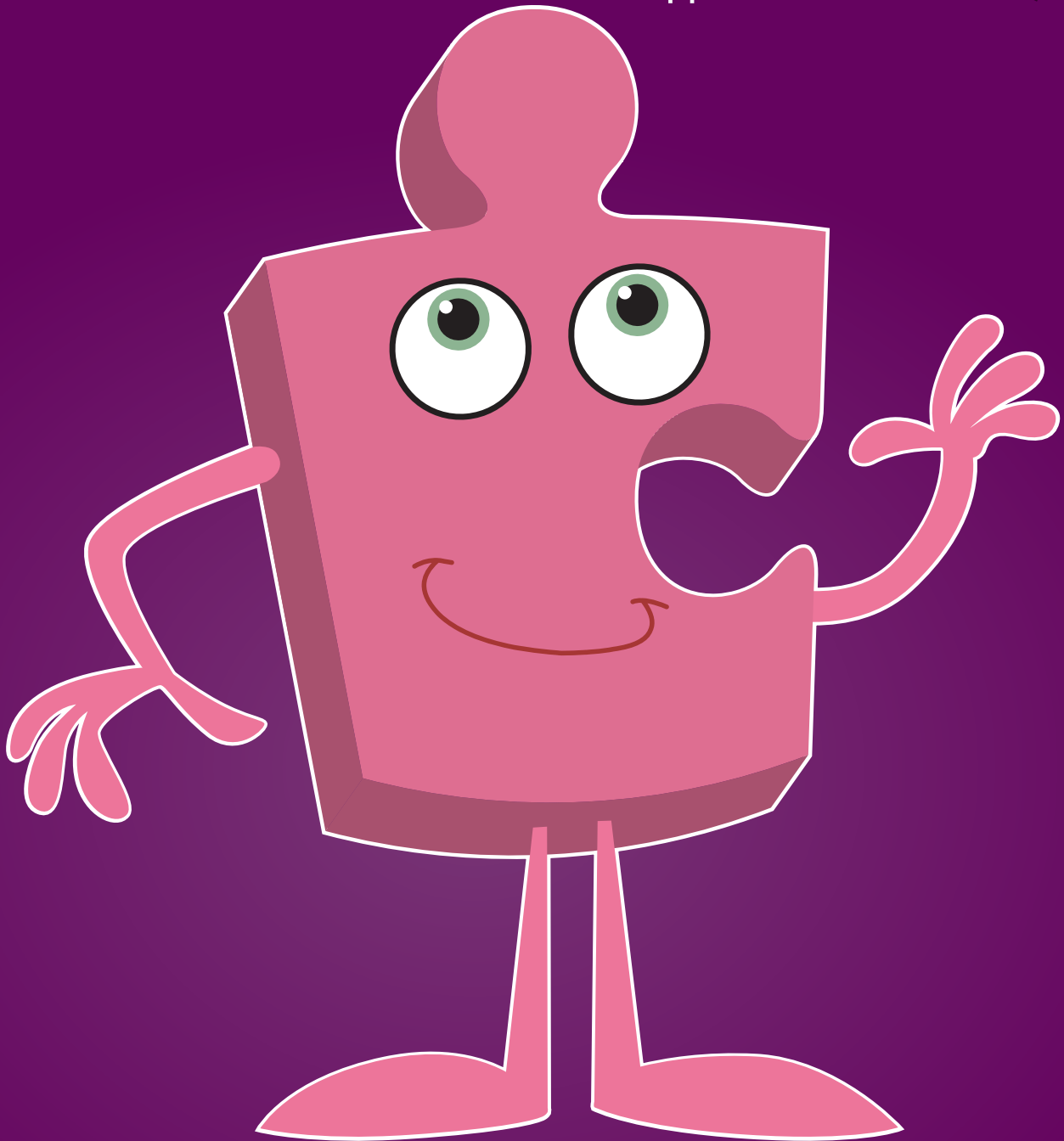


Jigsaw!

The mindful approach to PSHE



Changing Me - Ages 6-7

www.jigsawpshe.com

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Puzzle 6 - Changing Me

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
(Pieces 2 and 6: Leaf Mobile)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.



Subject Leader's Preparation to Lead the **Changing Me** Puzzle

Due to the Relationships and Sex Education (RSE) content in Changing Me, teachers may require more support depending on their confidence and experience. Subject Leaders should encourage teachers to look at this Puzzle (unit of work) in advance and ascertain whether there are staff training requirements. Subject leaders can:

- Lead their own training using materials on the Jigsaw Community Area
- Book the Jigsaw mentor to deliver RSE training on their behalf (there is an additional charge for this to cover Jigsaw consultant time and travel)
- Look on the Jigsaw website and see if Jigsaw are holding RSE training events in their area

Parent Consultation

Subject leaders should alert any new parents/carers, or all parents/carers (if using Jigsaw for the first time) to the content of Changing Me and the school's approach as outlined in the school's Relationships and Sex Education policy. There are materials to support Subject Leaders with consulting parents/carers on Jigsaw's Community Area, including a policy template, if the school's PSHE/RSE policy needs updating.

In addition to the above, Subject Leaders should also:

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
 - The Tree of Change whole school display
 - Individual class displays of pupil work (Class teacher or children to design)
 - Whole school sharing assembly between different year groups
 - Celebration assembly with parent/carers
- 2) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 3) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 4) Coordinate the Weekly Celebration Scrolls.
- 5) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Jigsaw recognised for its innovative RSE programme, Promoting healthy not violent relationships, same-sex relationships and homophobia, Jigsaw and LGBT+, Jigsaw and FGM, Safeguarding and Jigsaw, Jigsaw and Digital Literacy, Equality Act and Jigsaw, Jigsaw PSHE and Statutory Relationship and Health Education (England).
- 6) Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/timetabling considerations when planning in advance of the Puzzle (unit).

Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.





Puzzle Assembly/Collective Worship: Changing Me

Title: Changing Me - Song: A New Day

Resources: PowerPoint slide show of different ages. Age cards. Activity cards. Jigsaw song for Changing Me: A New Day - lyrics on whiteboard/ mp3 track with children singing/ or backing track or played on piano as appropriate.

Stimulus (focus for reflection): As the children enter the assembly space display the Powerpoint slide show of different ages.

Calm me: Begin by inviting the children to listen to the Jigsaw Chime until the sound fades away. As the sound gets quieter can they begin to practise their 4/6 breathing? Take gentle breaths in through their nose on a count to 4 and then gently out through their mouths to a count of 6. As they do this can they think of something they are looking forward to doing when they are older? Maybe this is going to a senior school, getting a dream job, learning a new skill or trying a new hobby? Ask the children to keep this image in their heads for a few moments. Sound the Jigsaw Chime after a few moments and then invite everyone to bring their focus back to the room.

Help me think about: Invite the children to share some of their ideas from Calm me. Explain that this term their learning within Jigsaw is called Changing Me and they will be thinking about growing up and the changes that brings.

Puzzle Assembly Plan: Ask for some volunteers to come and hold the Age cards at the front of the assembly space and explain the numbers represent different ages.

Now read out each of the activity cards and ask the children which age matches the activity. The children may come up with stereotypical ages for some of the activities, so the Lead practitioner should point out that some of them might match with several ages.

After the exercise thank the volunteers. Explain that some things we can only do when we are older, like driving because there are age limits, but other things can be done at any age, like learning something new. We also have to be careful not to assume somebody can or can't do something because of their age. This is called stereotyping. For example, some children have gone to University when they are only 8 or 9 years of age. Getting older is exciting because we can look forward to being able to do new things when we reach certain ages and as we learn more and more.

Display the lyrics for the Jigsaw song for Changing Me : A New Day and play the track (or ask the children to sing , if they know the song).

After the song invite the children to explain what they think the song means and share some of their ideas.

Help me reflect: In this moment of quiet invite everyone to think about the type of person they want to be when they are older. What do they hope to achieve? What are they looking forward to about growing up?

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Play 'A New Day' as the children leave the assembly space.

Changing Me Assembly (PowerPoint Slides)

A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to
be.

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!





Changing Me Assembly (PowerPoint Slides)



A New Day
(Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
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CHORUS:
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And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
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We're becoming the people we're going to
be.

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!



Changing Me
Assembly (Number cards)

1



Changing Me
Assembly (Number cards)

7



Changing Me
Assembly (Number cards)

12



Changing Me
Assembly (Number cards)

18



Changing Me
Assembly (Number cards)

40



Changing Me
Assembly (Number cards)

70



Changing Me
Assembly (Activity cards)

Reading

Having a job

Playing sport

Looking after a pet

Having a girlfriend or boyfriend

Driving a car



Changing Me
Assembly (Activity cards)

Owning a mobile phone

Playing computer games

Going to university or college

Getting taller

Choosing your own clothes

Getting married



A New Day (Changing Me)

VERSE:

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

VERSE:

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to be.



A New Day **(Changing Me)**

CHORUS:

**It's a new day,
And I'm feeling great!**

**New choices,
New chances.**

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

Today's gunna' be great!

A New Day (Changing Me)

Look ar-ound and tell me



what you see, chang-ing fac-es that's al-right with me.



It's a part of growing up, let's embrace and feel free!



13

It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

16

new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

19

just can't wait... To-day's gun-na be great!

Bb C C F Am

22

To-day's gun-na be great!

Bb C F Am Bb C

25



It's a new day and I just can't wait, just can't wait...

F Am Bb C Bb C

28



Today's gunna be great! Let's all agree that it's

C F C F C F C

32



good to change, Per-son-al-ities will change with age,

F C F C F C

35



We're be-com-ing the peo-ple we're go-ing to be.

F Am Gm

39



It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

42



new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

45



just can't wait... To-day's gun-na be great!

Bb C C F Am

48



To-day's gun-na be great!

Bb C F Am Bb C

51



It's a new day and I just can't wait, just can't wait.---

F Am Bb C Bb C

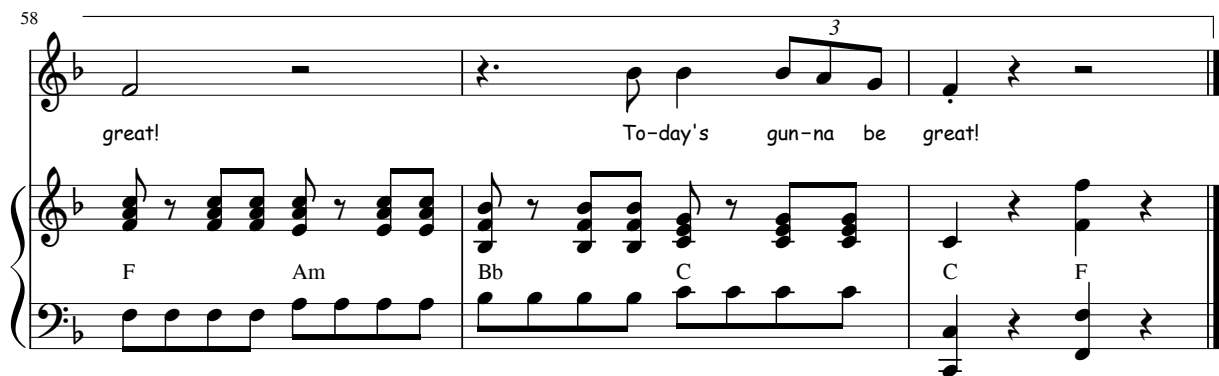
54



Today's gunna be great! 1. 2. To day's gun-na be

C F C F C C

58



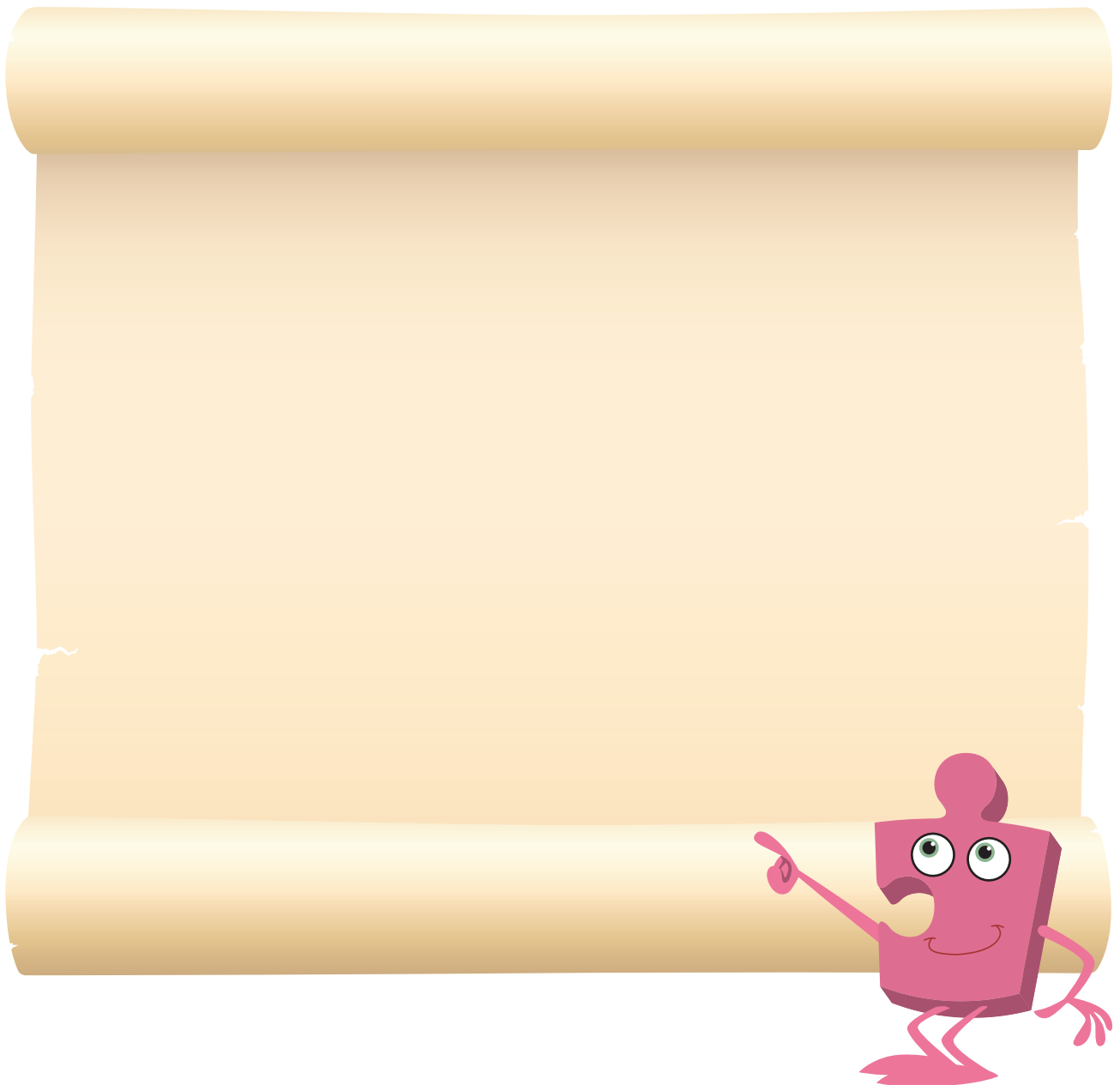
great! To-day's gun-na be great!

F Am Bb C C F

Puzzle 6

Weekly Celebration 1

This week we are celebrating people who:
Understand that everyone is unique and special

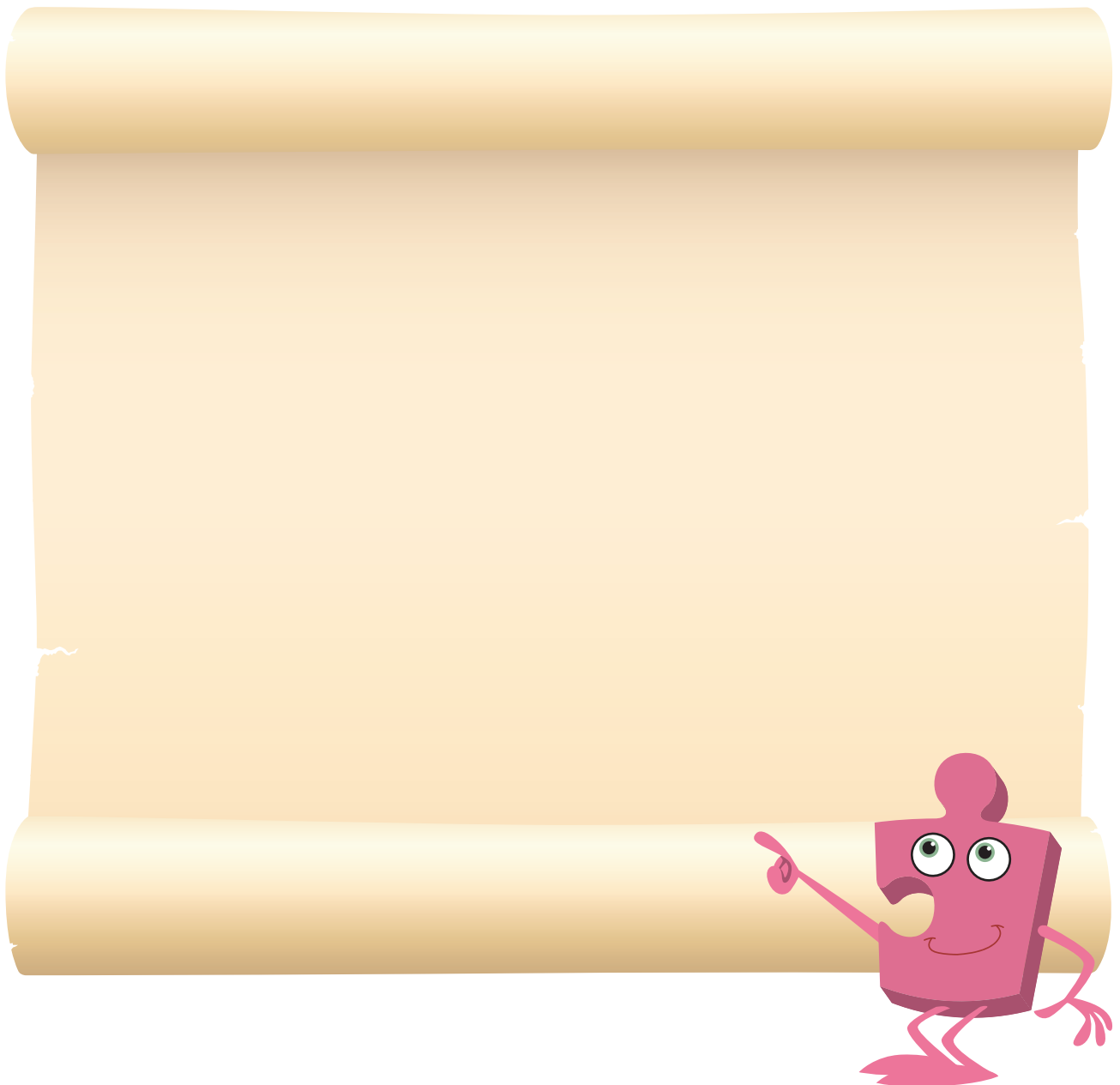


Puzzle 6

Weekly Celebration 2

This week we are celebrating people who:

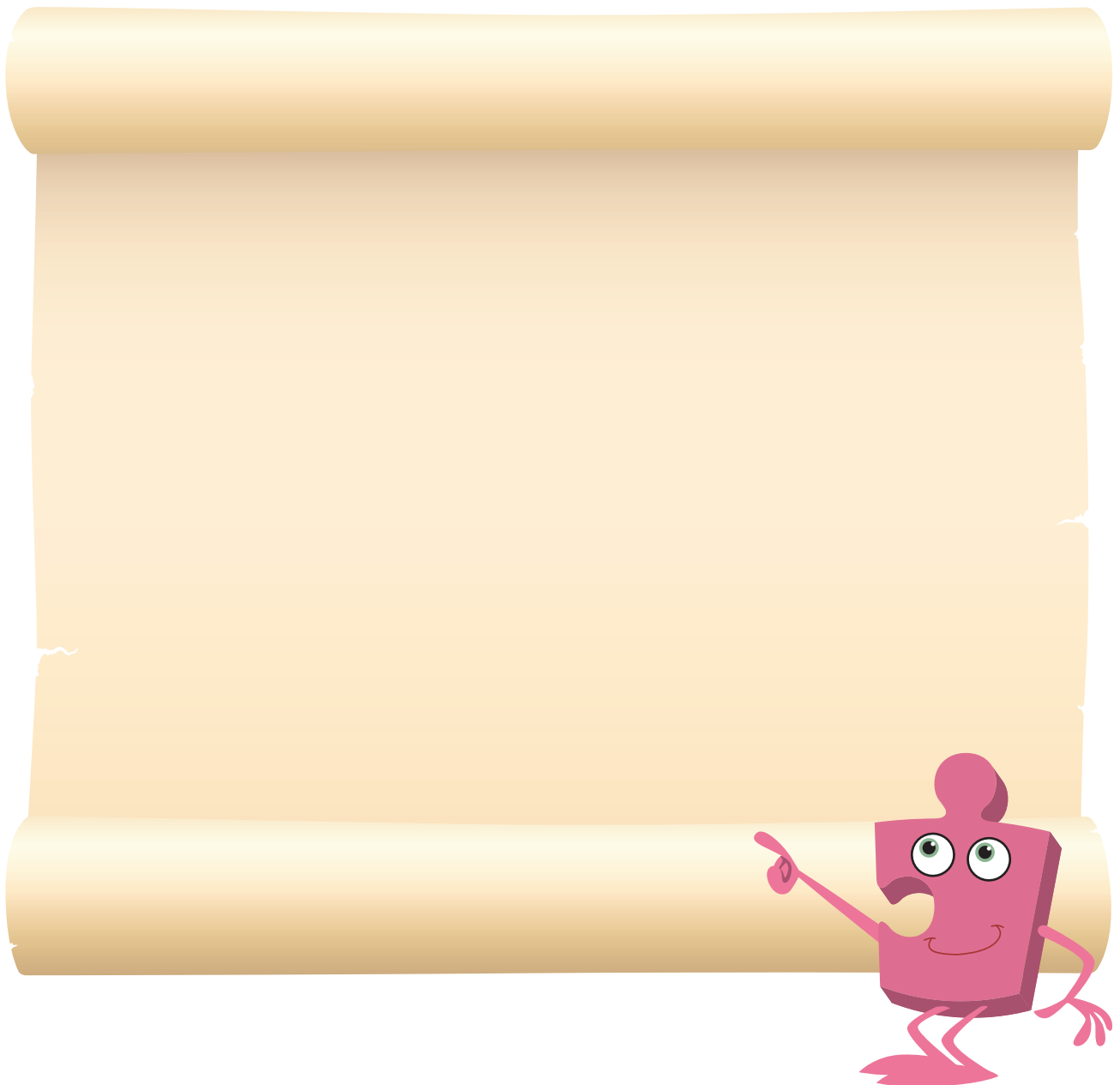
**Can express how they feel when
change happens**



Puzzle 6

Weekly Celebration 3

This week we are celebrating people who:
**Understand and respect the changes that
they see in themselves**



Puzzle 6

Weekly Celebration 4

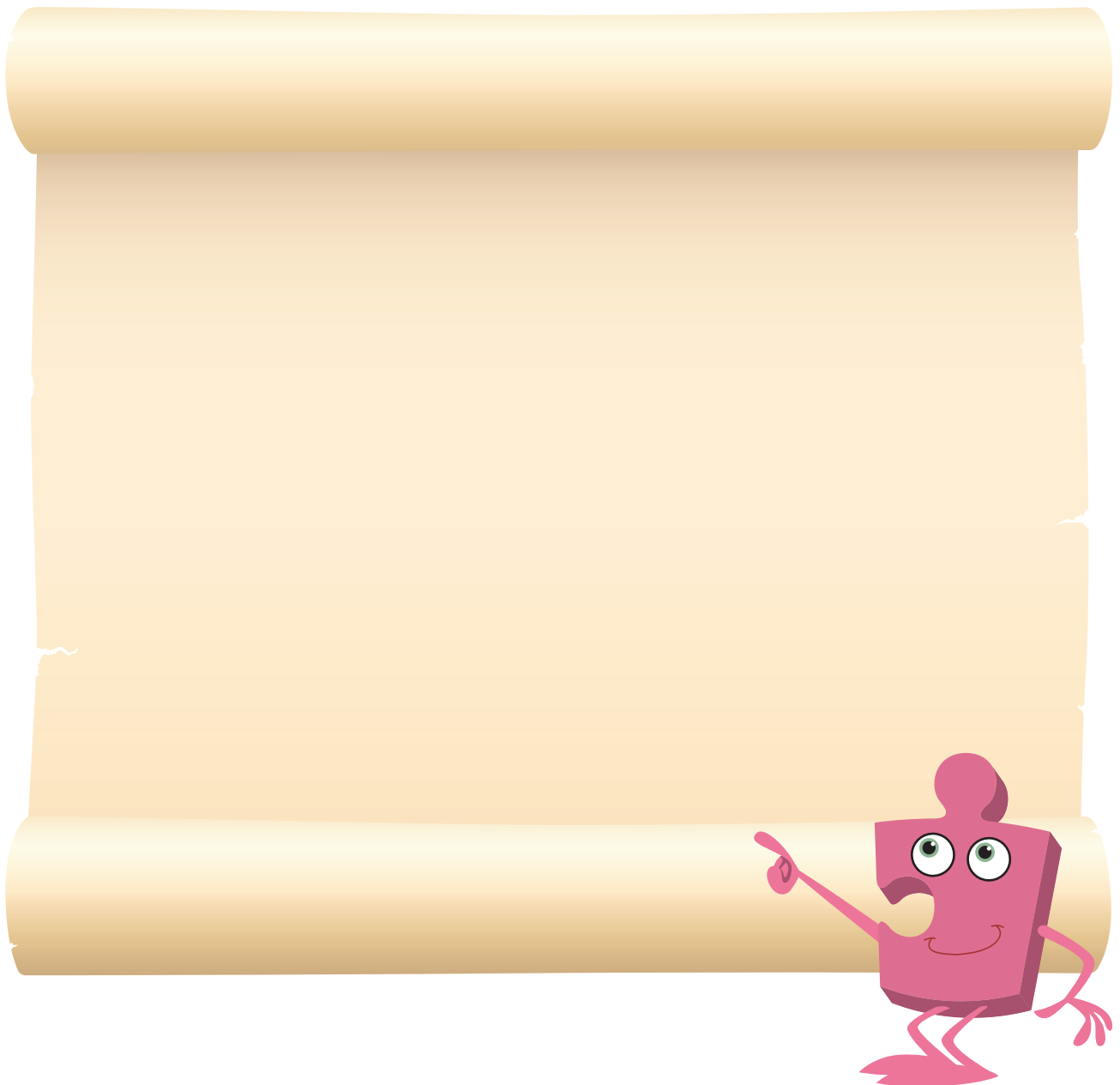
This week we are celebrating people who:
**Understand and respect the changes that
they see in others**



Puzzle 6

Weekly Celebration 5

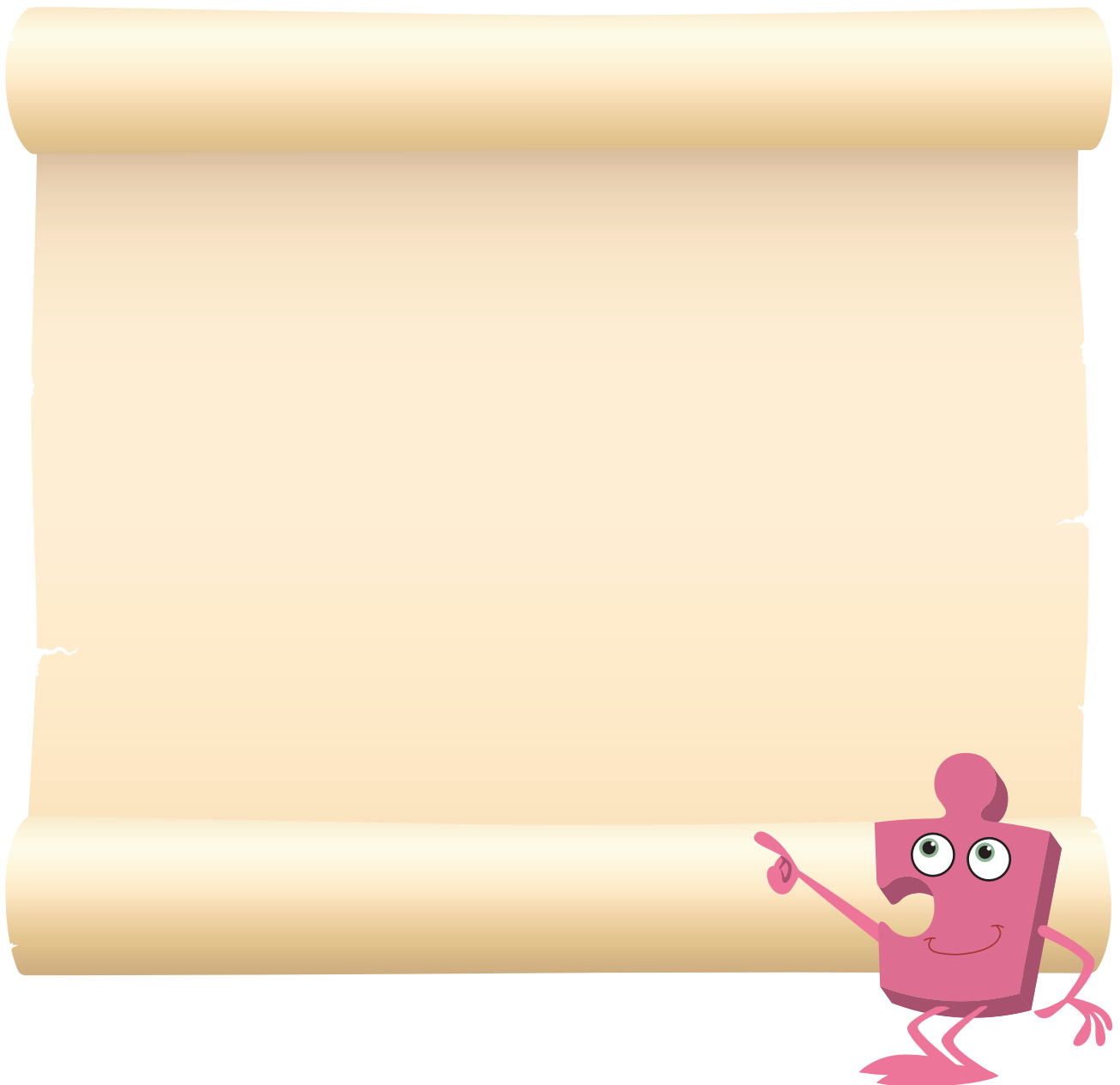
**This week we are celebrating people who:
Know who to ask for help if they are
worried about change**



Puzzle 6

Weekly Celebration 6

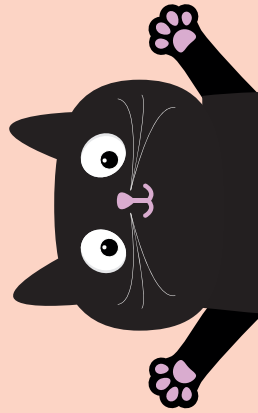
This week we are celebrating people who:
Are looking forward to change



Class Teacher's Preparation to Lead the **Changing Me** Puzzle with children Ages 6-7

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources in Jigsaw
- Piece 2: Teacher's photos of an older relative (younger and older pictures)
Children's photos of older relatives from home
- Piece 3: A box or bag of items representing different ages (see lesson plan for suggestions).
- Piece 4: Bag/basket of a collection of girls' and boys' clothes including underwear and swimming costumes
2 pieces of flip chart big enough to draw around a male and female pupil
- Piece 5: Feely bag 1: Containing items and materials of varying textures and feels (e.g. sandpaper, cotton wool, Playdoh, pine cone, scrunched up foil, pebble, any other suitable objects...)
Feely bag 2: Containing a soft toy, pieces of material that are comforting
- Piece 6: String or ribbon



Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been printed (each child will need one). **Print/copy** 'Find Your Pair' cards so that each child can have one. Ask children to bring in photos of an older relative (younger and older pictures for comparison) for the next lesson. Laminated Jigsaw Charter.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil. **Copy/print** leaf card templates, one per child. Keep children's work to be combined with work in the last Piece (lesson).
- Piece 3: **Copy/print** enough My Jigsaw Learning sheets. **Copy/print** one set of Timeline labels. Copy/print Timeline templates, one per child.
- Piece 4: **Print/copy**, enough 'My Jigsaw Learning' templates one per child. Copy/print 2 sets of 'Body part cards'. Teachers may wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).
- Piece 5: **Copy/print** enough My Jigsaw Learning sheets'.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets. **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** leaf templates, one per child

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 6-7 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may also wish to organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 6-7

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/ My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of www.jigsawpshe.com or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email office@janleveragegroup.com

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	
Puzzle 2 Celebrating Difference		<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	
Puzzle 5 Relationships		<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	
Puzzle 6 Changing Me		<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	

General Exemplification Guidance for teachers to assess children's work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw's Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children's responses (written or verbal) may be presented at each of these levels, as appropriate to children's age and stage.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
<p>Description</p> <p>Naïve definitions or unsophisticated explanations</p> <p>Basic recall of lesson facts</p> <p>Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)</p> <p>Asking basic questions – may demonstrate the student has not understood the content</p> <p>Inability to make comparisons (or makes simple comparisons) of lesson content to other examples</p> <p>Demonstrating a limited internalisation of the concepts:</p> <p>A lack of personal resonance/ application with the lesson content</p> <p>Demonstrating a low level of cognitive challenge</p> <p>Poor acquisition of new knowledge</p> <p>Evidence of weak understanding</p> <p>A fixed stance: (unable/unwilling to change position)</p> <p>Basic vocabulary</p> <p>Weak development in skills</p> <p>Unconfident responses</p>	<p>A higher level of cognitive demand</p> <p>Application and comparison of the lesson content to other situations or scenarios</p> <p>Mental processing of information beyond simple recall</p> <p>Some decision making</p> <p>Evidence of problem solving</p> <p>Explanation of concepts with some reasoning</p> <p>The ability to categorise/ group, connect and identify patterns</p> <p>A degree of organisation in thought processes</p> <p>Inference and interpretation</p> <p>The ability to predict</p> <p>The ability to summarise a range of ideas succinctly</p> <p>A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this</p> <p>An increase in knowledge</p> <p>An increase in understanding</p> <p>A change of a feeling based on new learning</p> <p>A richer vocabulary</p> <p>An increase in a skill</p> <p>An increase in confidence</p>	<p>Abstract ideas</p> <p>Complex description</p> <p>Thinking and expression that involves solving complex problems</p> <p>Complex cognitive challenge</p> <p>The ability to discuss alternative outcomes or routes</p> <p>Justification of answers</p> <p>The use of evidence to support their thinking drawn from the lesson and beyond</p> <p>The ability to appraise or assess a situation : evaluation</p> <p>The ability to hypothesise</p> <p>An investigative approach: asks complex questions</p> <p>Creative solutions</p> <p>Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail</p> <p>A reflective approach</p>

Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as '2 stars and a wish', with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

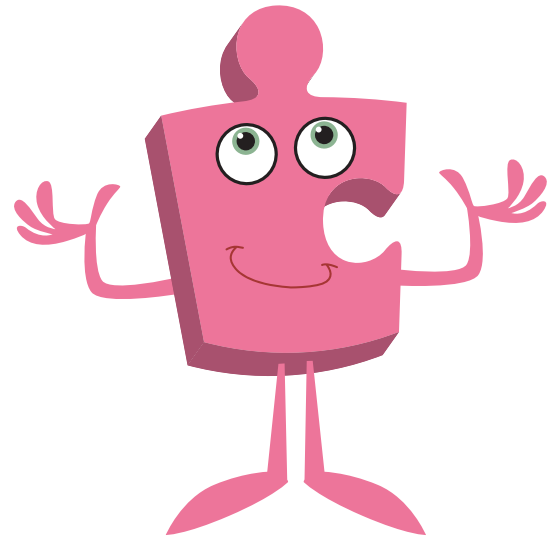
You participated actively in this lesson.

You are getting much more confident at putting your point of view across in a group. Well done.

We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?

Puzzle 6: Changing Me - Ages 6-7 - Piece 1

Life Cycles in Nature	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this
Resources Laminated Jigsaw Charter Find your pair cards Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slides of seasonal changes PowerPoint of lifecycle images Jigsaw Journals My Jigsaw Learning	Vocabulary Change Grow Life cycle Control Baby Adult Fully grown



<p>Teaching and Learning</p> <p>Note</p> <p>Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials.</p> <p>Ask the children to bring in some photos of an older person in their family when they were young and as they are now. These photos will be needed for the next lesson (Piece).</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Find your pair'. Give each child a picture card and ask them to 'find their pair' and sit with their partner. Using Jigsaw Jo as the talking object and giving the children some thinking time, each pair identifies one change that has happened to make the baby into the adult. You may like to flipchart these changes.</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind</p> <p>Slides 1-4: Share the PowerPoint of seasonal changes with the children. Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas.</p> <p>Ask the children if they have any control over the changing seasons.</p> <p>Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change.</p> <p>Using Jigsaw Jo as the talking object ask the children how they feel about changes they can't control.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do things around us change? What does change feel like?</p>
--	---

Tell me or show me

Slides 5-9: Show the PowerPoint of different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult.

Ask them to think about how their bodies might change and to share with a partner how this feels e.g. exciting, scary, strange, etc. Share some ideas and reinforce the learning that things around us do change and that is OK.

Let me learn

Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.

Help me reflect

Slide 10: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jo with thumbs in the same position as theirs for each learning intention.

What life cycles did you see?

How does change happen?

Notes



Changing Me

Calm Me Script - Ages 6-7 - Piece 1

We have been getting better and better this year at watching our thoughts, choosing to pause with Jigsaw Jerrie Cat's Pause Points and calming our minds by listening to our breathing. We have been practising making pictures in our minds that help us calm down, remember good experiences help us feel peaceful and happy.

In this term's Jigsaw work we are going to be thinking about all sorts of changes that happen to us as we grow and in our lives, like moving house, changing schools, getting new friends.

Our Calm Me times will help us to feel positive about facing changes that might happen to us.

So today, let's start by sitting up nice and straight in our Calm Me way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Place your hands on your tummy. Close your eyes if you are comfortable to.

Breathe in again, through your nose, feeling your lungs fill right up, and then gently let the air out, through your mouth, so you feel relaxed and peaceful.

Now, start to concentrate by listening to the chime until you can't hear any sound....ready?

(Strike the chime)

Listen, listen.....

Now listen to what you can hear in the quietness....Can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Listen to the chime again and take one slow, deep breath...Feel your tummy rise as you breathe in and fall as you breathe out again.

Then, when you are ready, ask your mind to create a picture in your imagination of a beautiful flower, a flower in the summer time with all its lovely green leaves and colourful flowers on it. See if you can create a picture, a really clear picture of your flower, your very beautiful flower. Can you see where the flower is growing? Is it in the garden, window box, woods, by a river?

Now keep your mind focused on the flower and imagine it is slowly changing colour before your very eyes. Can your imagination create a new picture of the flower now that it has changed? Maybe you can imagine the flower changing colour again, and even again?

(Give time for imaginations to work on this)

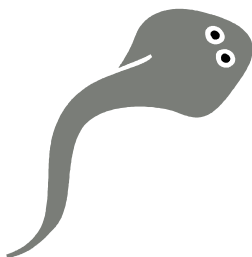
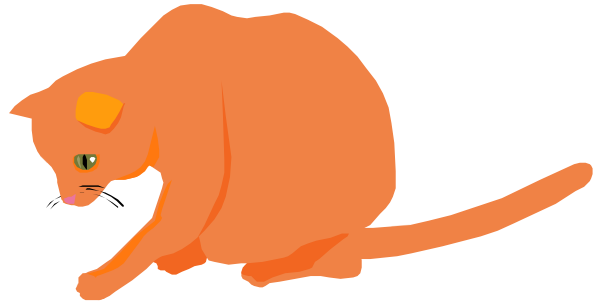
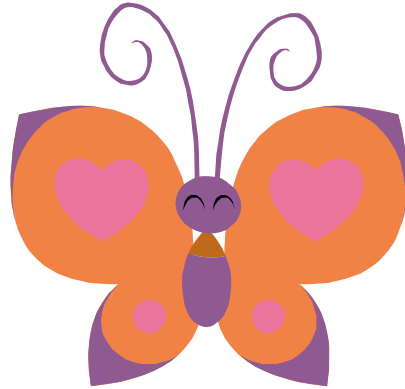
Now I would like you to pretend you are switching off the screen in your mind so the flower pictures are saved, and then help your mind focus back on your breathing...a deep breath in and feel your tummy rise, and a gentle, slow breath out again and feel your tummy sink back again.

Do this a few times and feel lovely and peaceful.

Now listen to the chime until you can no longer hear the sound and then very gently bring your awareness back into the classroom, be here with me now, peaceful and ready to learn.

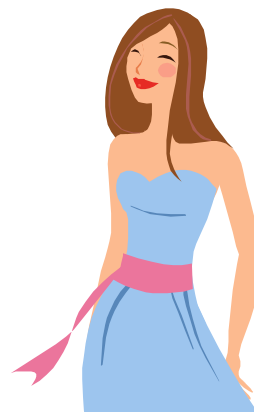
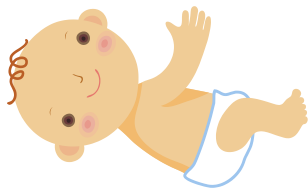
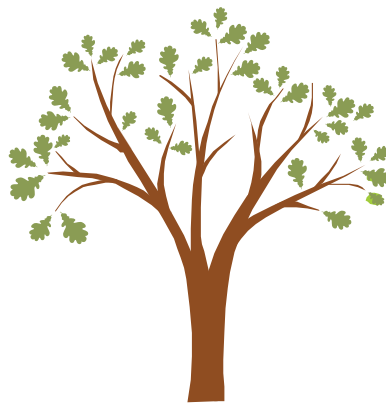
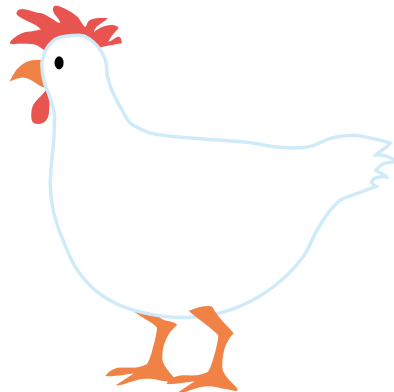
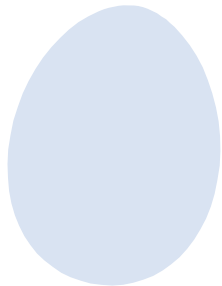


Changing Me
Find Your Pair - Ages 6-7 - Piece 1



Changing Me

Find Your Pair - Ages 6-7 - Piece 1





Changing Me

Seasonal Changes PowerPoint Slides 1-4 - Ages 6-7 - Piece 1



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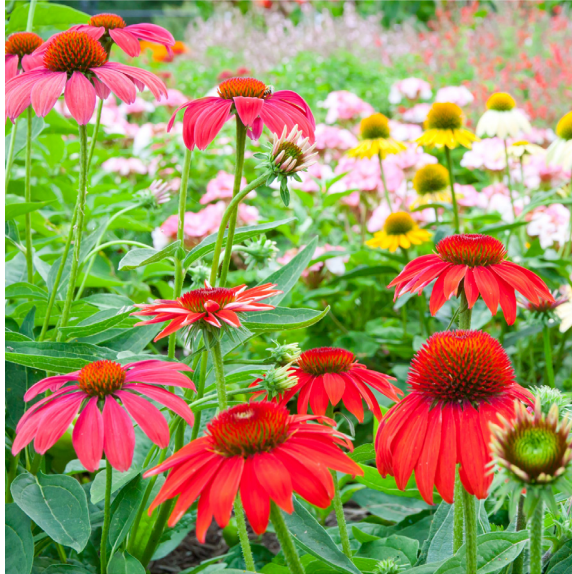


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Changing Me

Seasonal Changes PowerPoint Slides 1-4 - Ages 6-7 - Piece 1



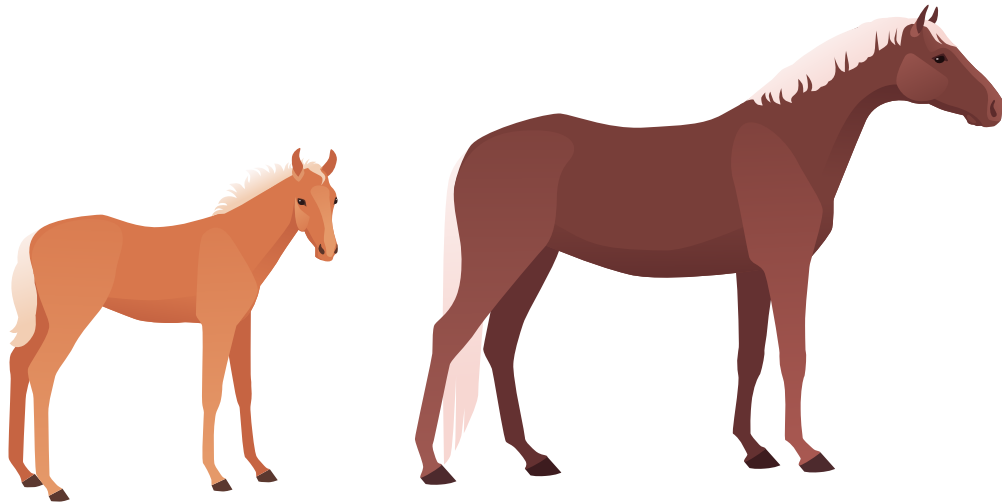
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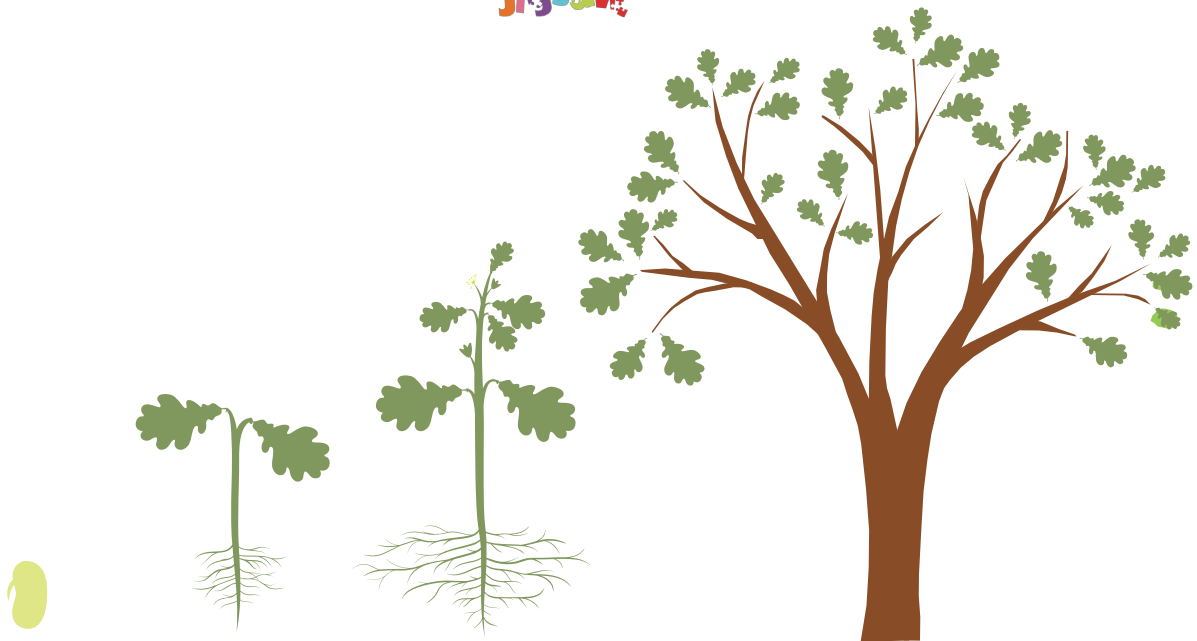
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Changing Me

Lifecycle Images PowerPoint Slides 5-9 - Ages 6-7 - Piece 1



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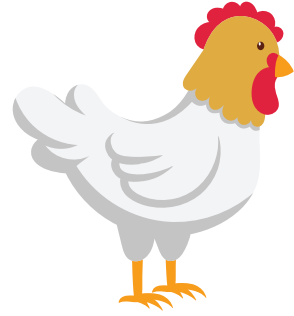
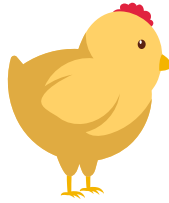
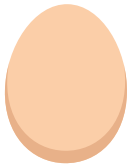


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Lifecycle Images PowerPoint Slides 5-9 - Ages 6-7 - Piece 1



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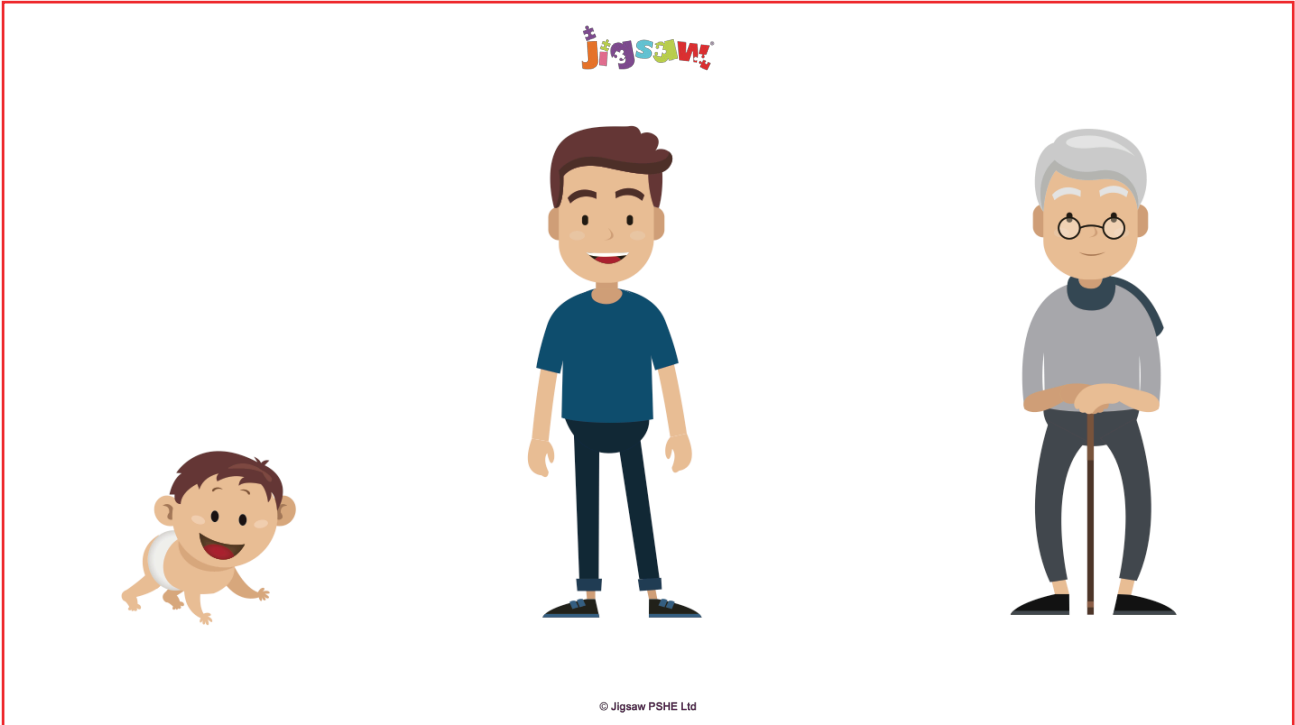


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Changing Me

Lifecycle Images PowerPoint Slides 5-9 - Ages 6-7 - Piece 1





Changing Me

PowerPoint Slide 10: My Jigsaw Learning - Ages 6-7 - Piece 1



My Jigsaw Learning

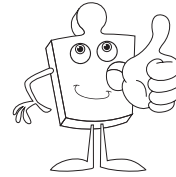
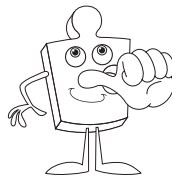
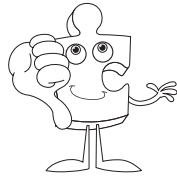
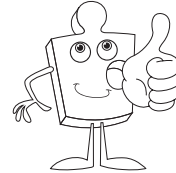
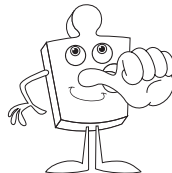
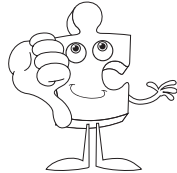
Changing Me Piece 1

Ages 6-7

Name

I can recognise cycles of life
in nature

I understand there are some
changes that are outside my
control and recognise how
I feel about this



TINT BOX - To improve next time I

.....

.....

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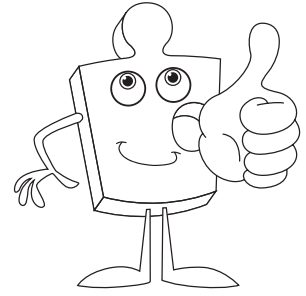
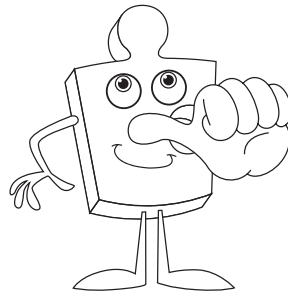
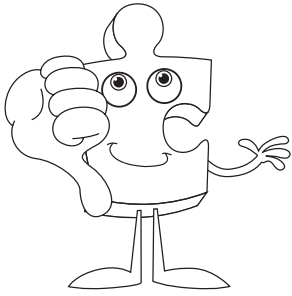
My Jigsaw Learning

Changing Me Piece 1

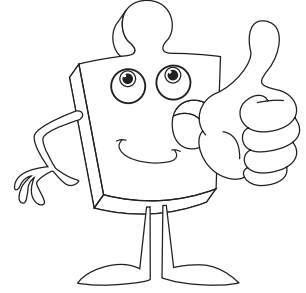
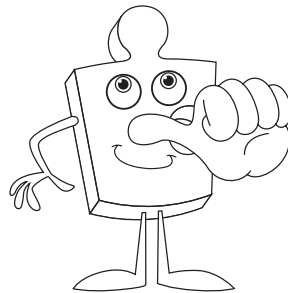
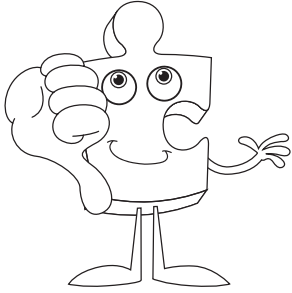
Ages 6-7

Name

I can recognise cycles of life
in nature



I understand there are some
changes that are outside my
control and can recognise how
I feel about this



TINT BOX - To improve next time I

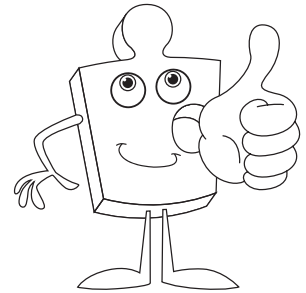
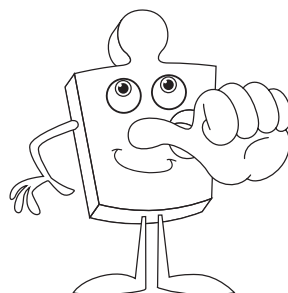
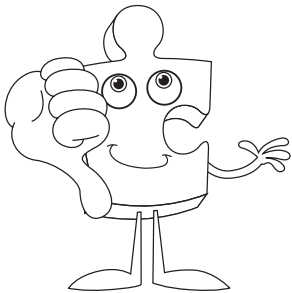
My Jigsaw Learning

Changing Me Piece 1

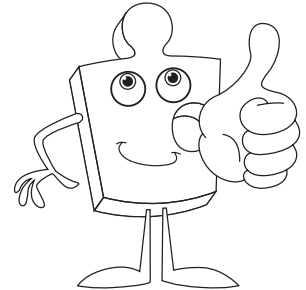
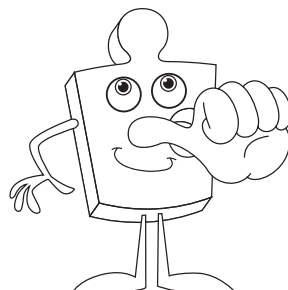
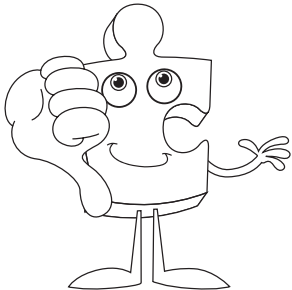
Ages 6-7

Name

I can recognise cycles of life
in nature




I understand there are some
changes that are outside my
control and can recognise how
I feel about this



TINT BOX - To improve next time I

Tell me or show me

Share any photos the children have brought in of their relatives. Ask the children to describe who is in the photo to the class. What do they like/ respect/ love about them?

Pause Point: Slide 6:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Let me learn

Make leaf mobiles. The children return to their tables and are given a card leaf template - A4 size. Invite the children to draw a picture of an older person who is special to them. On the back of the leaf template, invite the children to write two things they respect/like or love about this person. The leaves can be part of the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting the unit (Puzzle).

Who is special to you and why?

Help me reflect

Slide 7: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jo with thumbs in the same position as theirs for each learning intention.

Notes

As an extension activity, grandparents could be invited into the class to share their experiences of being young, how they have changed as they have become older in terms of physical changes and appearance. The children could also ask questions. Ensure that the children have a positive impression of older age.

An alternative idea is to hold a Grandparent's Afternoon, a Dad's Afternoon or a 'Mum's Afternoon where these people are invited into school to work alongside their children.



Changing Me

Calm Me Script - Ages 6-7 - Piece 2

We have been getting better and better this year at watching our thoughts, choosing to pause with Jigsaw Jerrie Cat's Pause Points and calming our minds by listening to our breathing. We have been practising making pictures in our minds that help us calm down, remember good experiences help us feel peaceful and happy.

In this term's Jigsaw work we are going to be thinking about all sorts of changes that happen to us as we grow and in our lives, like moving house, changing schools, getting new friends.

Our Calm Me times will help us to feel positive about facing changes that might happen to us.

So today, let's start by sitting up nice and straight in our Calm Me way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Place your hands on your tummy. Close your eyes if you are comfortable to.

Breathe in again, through your nose, feeling your lungs fill right up, and then gently let the air out, through your mouth, so you feel relaxed and peaceful.

Now, start to concentrate by listening to the chime until you can't hear any sound....ready?

(Strike the chime)

Listen, listen.....

Now listen to what you can hear in the quietness....Can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Listen to the chime again and take one slow, deep breath...Feel your tummy rise as you breathe in and fall as you breathe out again.

Then, when you are ready, ask your mind to create a picture in your imagination of a beautiful flower, a flower in the summer time with all its lovely green leaves and colourful flowers on it. See if you can create a picture, a really clear picture of your flower, your very beautiful flower. Can you see where the flower is growing? Is it in the garden, window box, woods, by a river?

Now keep your mind focused on the flower and imagine it is slowly changing colour before your very eyes. Can your imagination create a new picture of the flower now that it has changed? Maybe you can imagine the flower changing colour again, and even again?

(Give time for imaginations to work on this)

Now I would like you to pretend you are switching off the screen in your mind so the flower pictures are saved, and then help your mind focus back on your breathing...a deep breath in and feel your tummy rise, and a gentle, slow breath out again and feel your tummy sink back again.

Do this a few times and feel lovely and peaceful.

Now listen to the chime until you can no longer hear the sound and then very gently bring your awareness back into the classroom, be here with me now, peaceful and ready to learn.





Changing Me

Young to Old PowerPoint Slides 1-5 - Ages 6-7 - Piece 2



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Changing Me

Young to Old PowerPoint Slides 1-5 - Ages 6-7 - Piece 2



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Changing Me

Young to Old PowerPoint Slides 1-5 - Ages 6-7 - Piece 2



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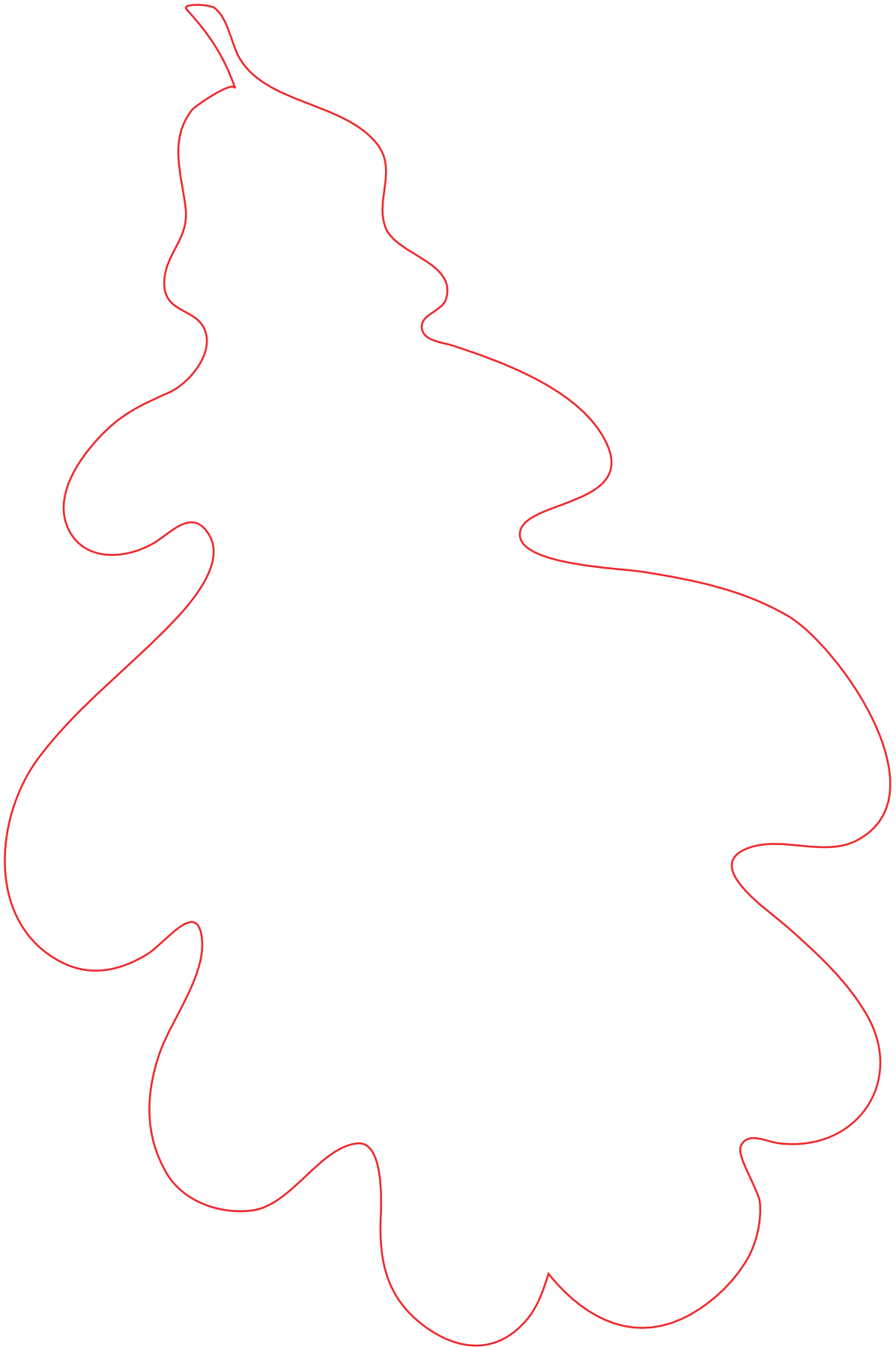
Changing Me

Jerrie Cat PowerPoint Slide 6 - Ages 6-7 - Piece 2



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Changing Me
Leaf Template - Ages 6-7 - Piece 2





Changing Me

PowerPoint Slide 7: My Jigsaw Learning - Ages 6-7 - Piece 2



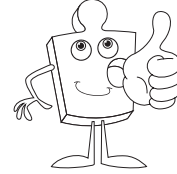
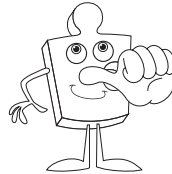
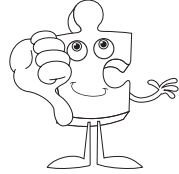
My Jigsaw Learning

Changing Me Piece 2

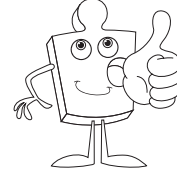
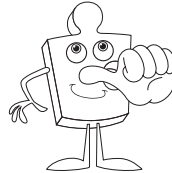
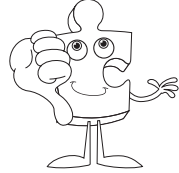
Ages 6-7

Name

I can tell you about the
natural process of growing
and changing and
understand that this is not
in my control



I can identify people I respect
who are older than me



TINT BOX - To improve next time I

.....

.....

.....

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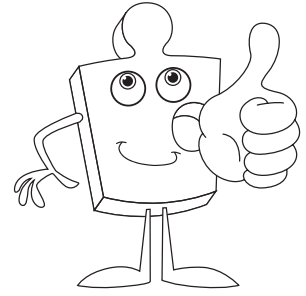
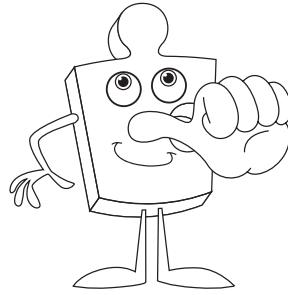
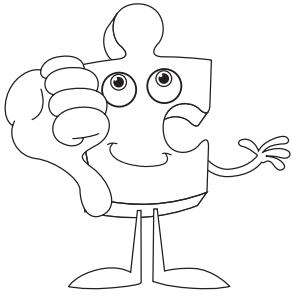
My Jigsaw Learning

Changing Me Piece 2

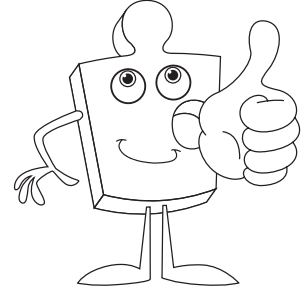
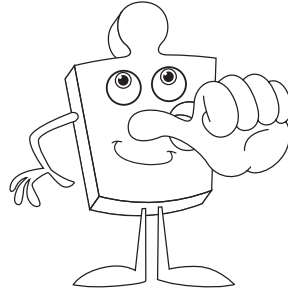
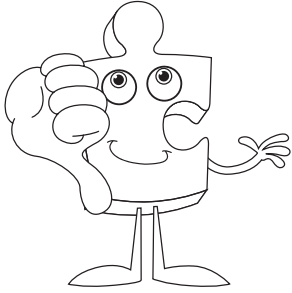
Ages 6-7

Name

I can tell you about the natural process of growing from young to old and understand that this is not in my control



I can identify people I respect who are older than me



TINT BOX - To improve next time I

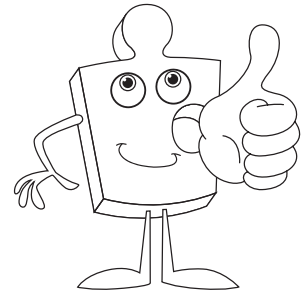
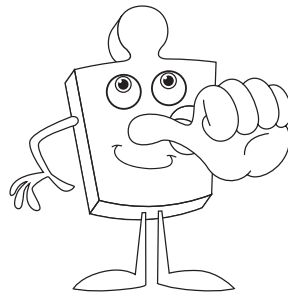
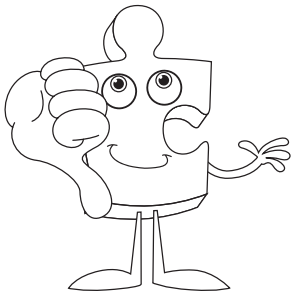
My Jigsaw Learning

Changing Me Piece 2

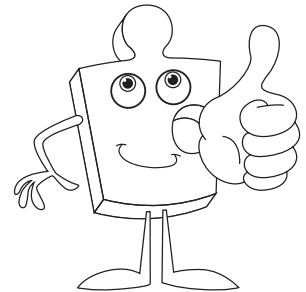
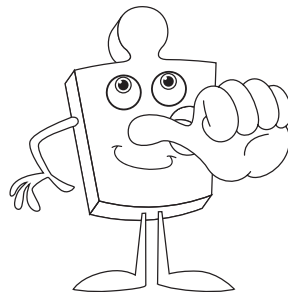
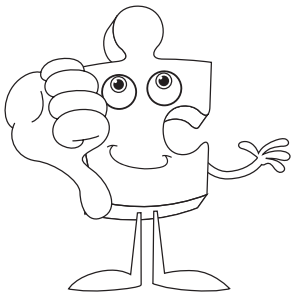
Ages 6-7

Name

I can tell you about the natural process of growing from young to old and understand that this is not in my control



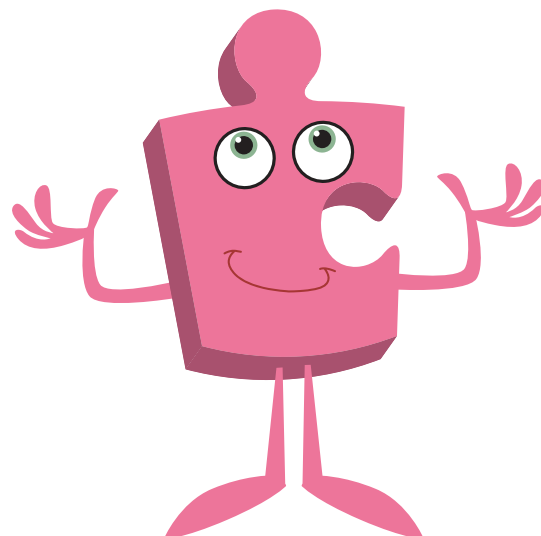
I can identify people I respect who are older than me



TINT BOX - To improve next time I

Puzzle 6: Changing Me - Ages 6-7 - Piece 3

The Changing Me	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... <p>recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>feel proud about becoming more independent</p>
Resources Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime ‘Calm Me’ script Timeline labels: Baby, Toddler, Child, Teenager, Adult A box or bag of collected items to represent different stages of growing up (see below for details) Timeline template Jigsaw Journals My Jigsaw Learning	Vocabulary Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities
Teaching and Learning Note You will need to gather items for the timeline bag activity before this lesson.	
The Jigsaw Charter Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.	
Connect us Bring the children into a circle. First ask them in pairs to tell each other anything they have been told about what they were like as a baby, and how they are different now compared with when they were a baby or toddler. Then, passing Jigsaw Jo round the circle, ask each child to complete one of these sentence stems, taking each one in turn: ‘When I was a baby I could...’; ‘Now I am 6/7 years old I can...’; ‘When I am grown up I will be able to...’	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.	



Ask me this...

What were you like as a baby?
How are you different now?
How will you be different when you are grown up?


Does your mind feel calm and ready to learn?

Open my mind

Explain to the class that Jigsaw Jo has a mystery bag of items to show them. Ask the children to look at the items carefully as you take them from the bag and see if they can work out the connection between the items and growing up/ getting older.

Slowly remove the items from the bag. (Suggested items: Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child -reading book, pencil & paper, Lego/construction toy; Teenager – cycle helmet, smart phone, make-up; Adult - car keys, credit card, passport, DIY tools.)

Ask the children what they think the connection is. Explain to the children that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Tell me or show me

Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor or board. Using the items previously shown from the bag ask the children to sequence where each item 'belongs'. As you do this draw out from the discussion that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge.

Let me learn

Sitting in their places, children create their own timelines using the template provided. Invite each child to consider what they could/ will be able to do at each age and to draw pictures or write this down on the template.

e.g. Baby: I couldn't walk or talk; Toddler: I learnt to walk and feed myself; Child: I now go to school and can read; Teenager: I will be able to stay out later with friends; Adult: I might have my own family.

The completed timelines can be stuck into their Jigsaw Journals.

Help me reflect

Slide 2: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource.

How will your life change as you grow up?

Notes



Changing Me

Calm Me Script - Ages 6-7 - Piece 3

Children, today for our Calm me time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth..

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise making our minds focus on different parts of our bodies..so first of all help your mind to focus on your hair...just think about your hair..can you see a picture of you in your mind, like you are looking in a mirror?

Think about how amazing it is that your body grows hair for you all the time, without you having to ask it to. Remember how it feels to have your hair washed,to have your hair cut,.....to have your hair brushed. Aren't we lucky to have such great bodies that grow hair on our heads all the time?

Take a nice breath in...I am lucky.....breathing out.....what an amazing body I have.....

Now think about when you were a baby and what your hair was like then. Could you brush it and wash it? Could you make it look nice? Just think how incredible it is that your hair has been growing from when you were a baby to now...Imagine how long it would be now if you had never had it cut.

So your hair has changed since you were born. This is a good change.

In your mind you might like to say a silent thank you to your body for letting your hair grow and keep your head warm. Growing and changing like this is a good thing.

Take a few calming breaths.

Listen to the chime again until you can no longer hear the sound and then bring your awareness back into this present moment. Wiggle your fingers and toes, take a big stretch, open your eyes and share a smile.





Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 3



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Changing Me
Timeline Labels - Ages 6-7 - Piece 3

Baby

Toddler

Child

Teenager

Adult



Changing Me

Timeline Template - Ages 6-7 - Piece 3

Adult

Teenager

Child

Toddler

Baby



Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 3



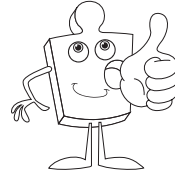
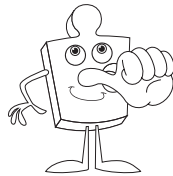
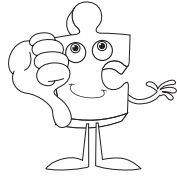
My Jigsaw Learning

Changing Me Piece 3

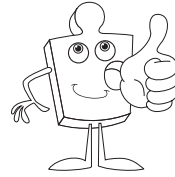
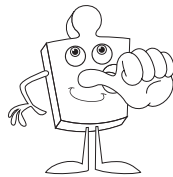
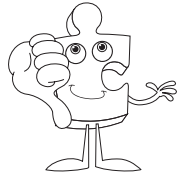
Ages 6-7

Name

I can recognise how my body
has changed since I was a
baby and where I am on the
continuum from young to old



I feel proud about becoming
more independent



TINT BOX - To improve next time I

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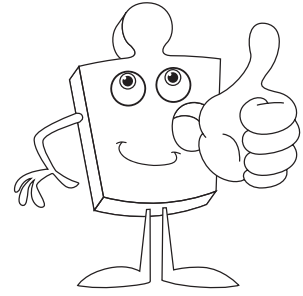
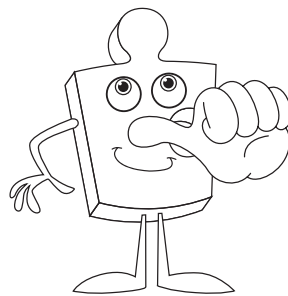
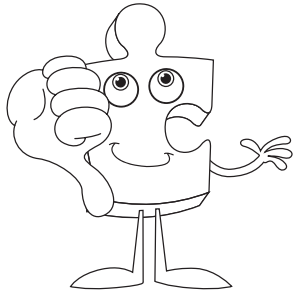
My Jigsaw Learning

Changing Me Piece 3

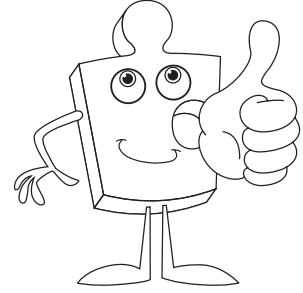
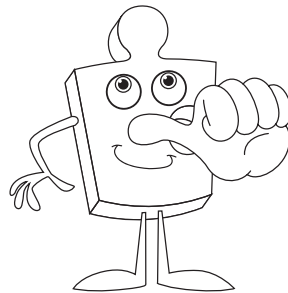
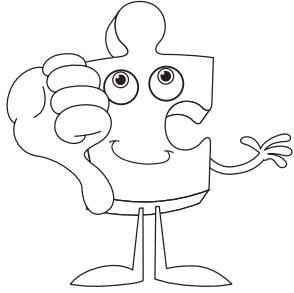
Ages 6-7

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I feel proud about becoming
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TINT BOX - To improve next time I

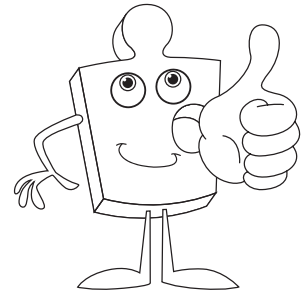
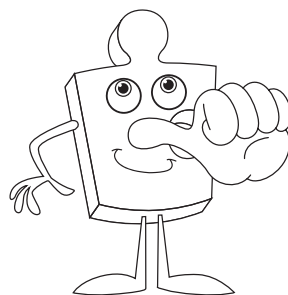
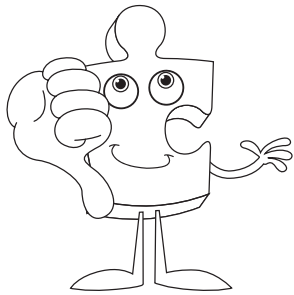
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Changing Me Piece 3

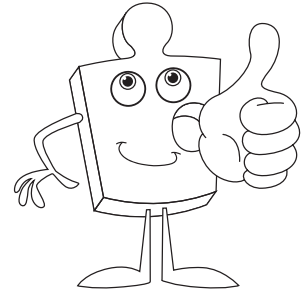
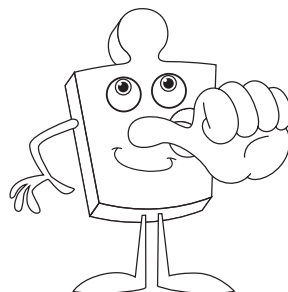
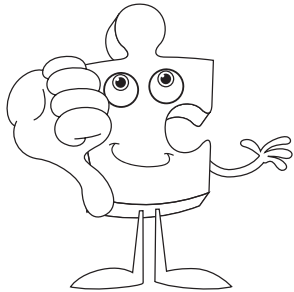
Ages 6-7

Name

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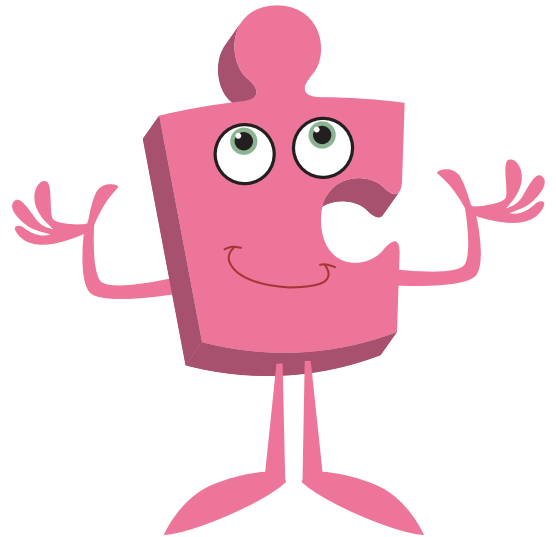
I feel proud about becoming
more independent



TINT BOX - To improve next time I

Puzzle 6: Changing Me - Ages 6-7 - Piece 4

Boys' and Girls' Bodies	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... <p>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>tell you what I like/don't like about being a boy/girl</p>
Resources Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Body parts cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits Flip chart Jigsaw Journals My Jigsaw Learning	Vocabulary Male Female Vagina Penis Testicles Vulva Anus Public Private
Teaching and Learning Note <p>The words vulva and anus have been added in this edition of Jigsaw 3-11. However, whilst there is a safeguarding case for including these body part words, schools need to decide which words to include and when. We believe children should know all the words in this lesson's vocabulary by end of Primary school, and at least penis, testicles and vagina in Year 2.</p> <p>The word vulva has been included in this lesson as well as vagina. The difference in these words can be explained as follows. The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. Anus has also been included as a safeguarding measure so that children know the correct word for this part of their body. Teachers can simply explain that the anus is the opening where a body gets rid of waste (poo).</p> <p>Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then to come to a consensus as to how they want the child to be included.</p> <p>Obviously be vigilant for any disclosures and follow safeguarding procedures.</p> <p>Part of the summative assessment of this Puzzle (unit of work) is about children being able to use the correct names for private body parts. Teachers may wish to take notes of individual children's understanding during this lesson as an aide memoire for assessment.</p> The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this...



Connect us

Introduce the focus on bodies and body parts by playing 'Jigsaw Jo says: put your hand on your...' (You will want to keep to 'public' body parts)

Ask children to do what you say. They should only do the action if you say 'Jigsaw Jo says...' before the action. If you just say the action, they need to ignore what you have said and do nothing. Try to catch the children out by mixing up statements with and without the 'Jigsaw Jo says' precursor. Be mindful to choose actions in the class that all the children can do.

At the end of the game reiterate how amazing our bodies are.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script. and the Jigsaw Chime.

Open my mind

Form the children into groups of 4, mixed gender if possible 2 + 2. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk about them later. Give approximately 3-5 minutes discussion time.

Tell me or show me

On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are boys or girls? Not really.

Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders).

Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).

Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.

Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave?

Gently question and challenge, to establish that none of these differences applies to all boys and girls.

Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.

Let me learn

In their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.

Help me reflect

Slide 1: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

How many names of different body parts do you know?

Does your mind feel calm and ready to learn?

Are girls and boys always different in what they like to do?

Can you remember the names of the body parts that make most girls and boys different?

Are the clothes girls and boys wear always different?

Which clothes cover our private parts?



Changing Me

Calm Me Script - Ages 6-7 - Piece 4

Children, today for our Calm me time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth..

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise making our minds focus on different parts of our bodies..so first of all help your mind to focus on your hair...just think about your hair..can you see a picture of you in your mind, like you are looking in a mirror?

Think about how amazing it is that your body grows hair for you all the time, without you having to ask it to. Remember how it feels to have your hair washed,to have your hair cut,.....to have your hair brushed. Aren't we lucky to have such great bodies that grow hair on our heads all the time?

Take a nice breath in...I am lucky.....breathing out.....what an amazing body I have.....

Now think about when you were a baby and what your hair was like then. Could you brush it and wash it? Could you make it look nice? Just think how incredible it is that your hair has been growing from when you were a baby to now...Imagine how long it would be now if you had never had it cut.

So your hair has changed since you were born. This is a good change.

In your mind you might like to say a silent thank you to your body for letting your hair grow and keep your head warm. Growing and changing like this is a good thing.

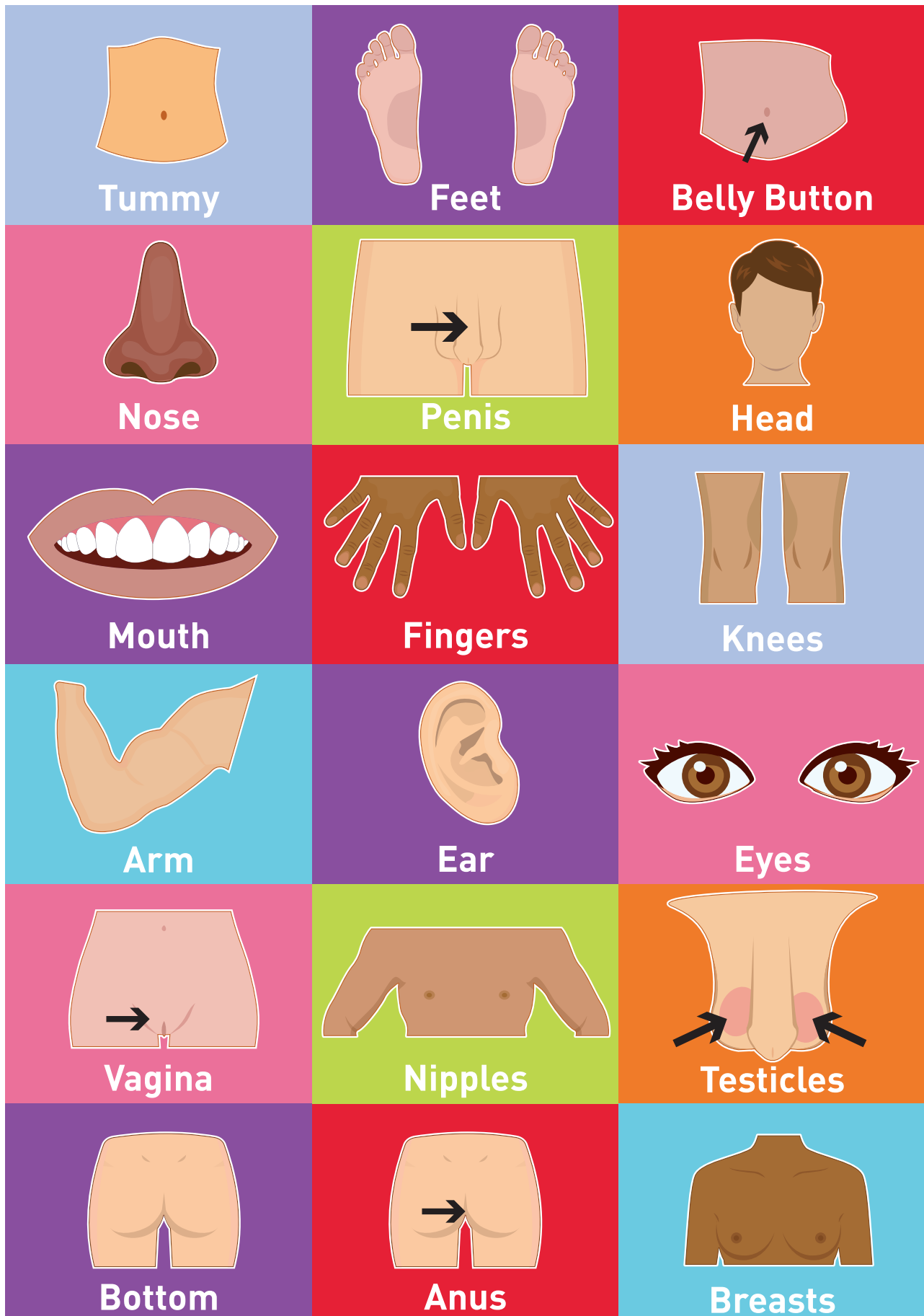
Take a few calming breaths.

Listen to the chime again until you can no longer hear the sound and then bring your awareness back into this present moment. Wiggle your fingers and toes, take a big stretch, open your eyes and share a smile.



Changing Me

Body Parts Cards - Ages 6-7 - Piece 4





Changing Me

PowerPoint Slide 1: My Jigsaw Learning - Ages 6-7 - Piece 4



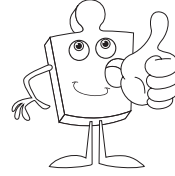
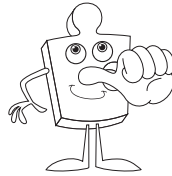
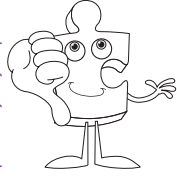
My Jigsaw Learning

Changing Me Piece 4

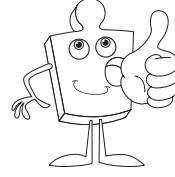
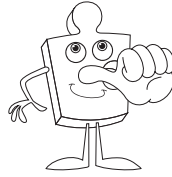
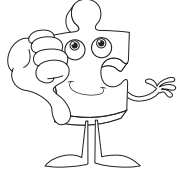
Ages 6-7

Name

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private



I can tell you what I like/don't like about being a boy/girl



TINT BOX - To improve next time I

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My Jigsaw Learning

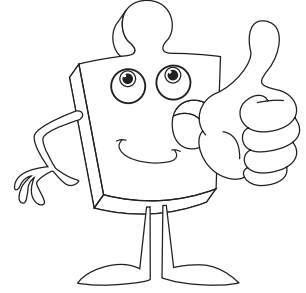
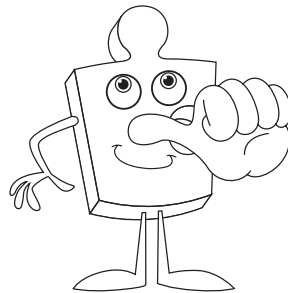
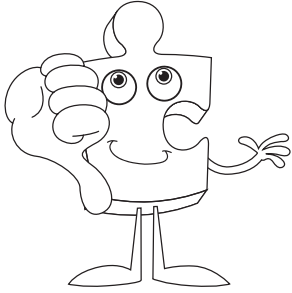
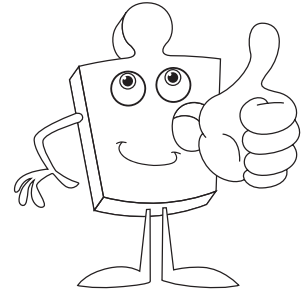
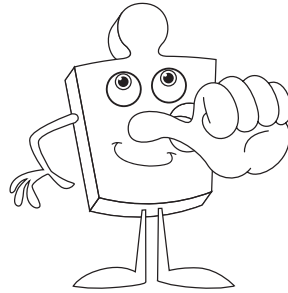
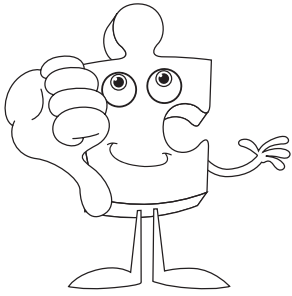
Changing Me Piece 4

Ages 6-7

Name

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private

I can tell you what I like/don't like about being a boy/girl



TINT BOX - To improve next time I

My Jigsaw Learning

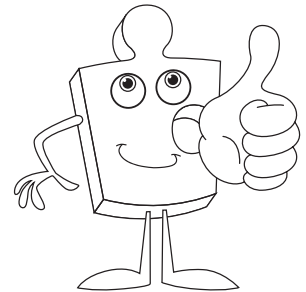
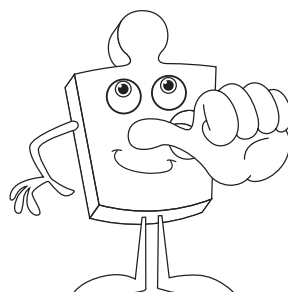
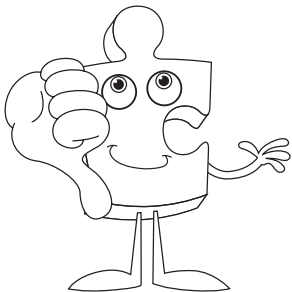
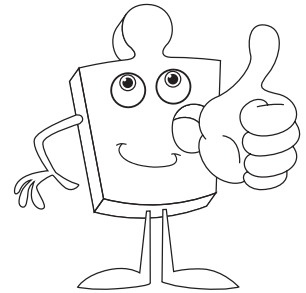
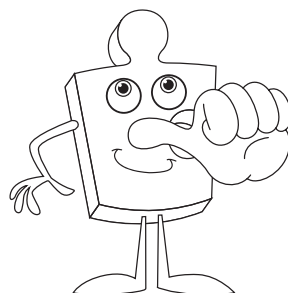
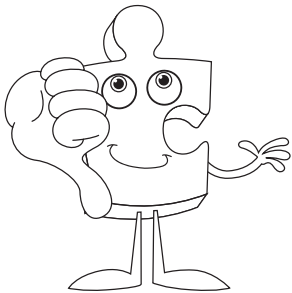
Changing Me Piece 4

Ages 6-7

Name

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private

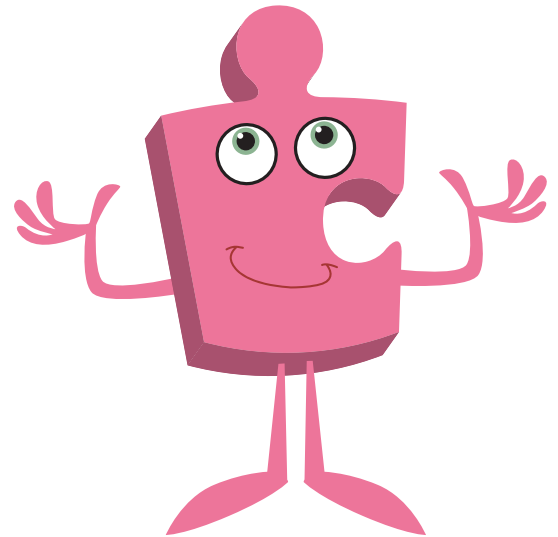
I can tell you what I like/don't like about being a boy/girl



TINT BOX - To improve next time I

Puzzle 6: Changing Me - Ages 6-7 - Piece 5

Assertiveness	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects) Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?' Jigsaw Journals My Jigsaw Learning	Vocabulary Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable
Teaching and Learning Note Be sensitive about children's responses to this lesson. Ensure that you are aware of the safeguarding policy if any issues arise from this or following the session. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Pass the Touch. The teacher taps out a rhythm on the hand of the child on their left, that child passes the touch rhythm to the child on their left and so on around the circle. Ask the children to think about when we use touch: hugs, shaking hands, games (e.g. pass the squeeze); sometimes some people might use touch to push someone out of their way, or maybe pushing in the playground. Touch can be helpful or hurtful. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Ask me this... How does it feel to play this game? Does your mind feel calm and ready to learn?



Open my mind


Still sitting in the circle, the teacher brings Jigsaw Jo to the circle. Jigsaw Jo is holding a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Ask a child to come and feel an object and ask them to describe it e.g. smooth, rough, spiky, soft, etc., and ask them to say whether they like the feel or not. Ask two or three other children to do the same and draw out again the different feel of the objects and how it feels to the person holding it. Make the point that we may or may not like the feel of something and it is good to be able to say what we think.

The teacher then says that Jigsaw Jo would like to share another bag with everyone. Jigsaw Jo takes out a teddy and two pieces of material (soft material like velvet, satin or silk). The teacher explains to the children that these are two special things that Jigsaw Jo likes to touch because they feel nice and soft and comforting. Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. Share some ideas.

Tell me or show me

Share the poem 'What About You?' and ask the children to think about the sort of touches they like. Write any ideas as a list on the board.

Ask the children what they should do if they experience a touch that is hurtful or frightening.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Can they close their eyes (if comfortable to do so) and focus on what they are thinking and feeling inside? They don't need to share. Pause for 20-30 seconds.

Let me learn

In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc.

Help me reflect

Slide 2: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

What textures can you feel?

What textures do you like/not like?

What sort of touch do you like?

How does it make you feel?

What sort of touch do you not like?

How does that feel?

Notes

Certificates

For the next lesson you will need a personalised Changing Me certificate for each child.



Changing Me

Calm Me Script - Ages 6-7 - Piece 5

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can and try to focus all our attention on our hands.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise thinking about our hands, so first of all help your mind to focus on your hands.. just think about your hands..can you feel your fingers and thumbs? Can you wiggle your fingers?

Think about how amazing it is that your fingers can grip things or point to things and your hands can hold on to things, stroke your pet, hold your friend's hand, play the recorder, help you eat your snacks, throw a ball, wave to your mum, write your name.....how amazing. Could your hands do all these things when you were a baby? Could you hold your teddy or your bottle? Could you hold a pencil and write your name? ... aren't we lucky to have such great hands? Our bodies are incredible and are growing and developing all the time.

Take a nice breath in...I am so lucky.....breathing out.....what an amazing body I have.....I am so grateful that my body keeps growing and developing just as it should.

Take a few simple and delicious slow, gentle breaths...

Repeat this several times and gently invite children to listen until they can no longer hear the chime and then bring their attention back to the present moment in the classroom...wiggle your fingers and toes and take a big stretch as you open your eyes and smile.





Changing Me
Poem - Ages 6-7 - Piece 5

What about you?

I laugh when I am tickled

Do you?

I smile when I am hugged

Do you?

I chuckle when I feel a squeeze

And cry if I am pushed.

What about you?

I giggle when I am spun around

Do you?

I feel safe when I am cuddled

Do you?

I am soothed when my face is stroked and upset if I am pinched.

What about you?



Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 5



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Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 5



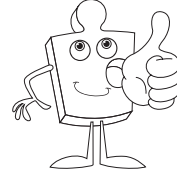
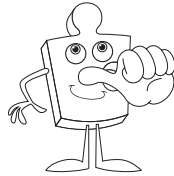
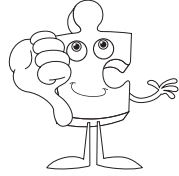
My Jigsaw Learning

Changing Me Piece 5

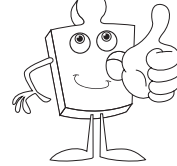
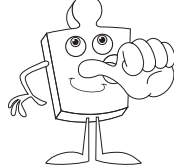
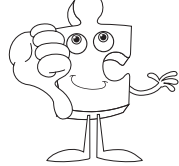
Ages 6-7

Name

I understand there are different types of touch and can tell you which I like and don't like



I am confident to say what I like and don't like and can ask for help



TINT BOX - To improve next time I

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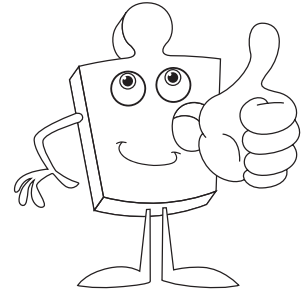
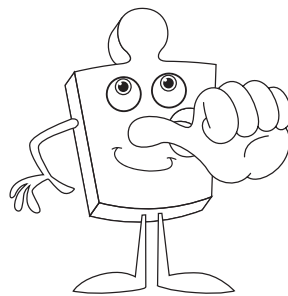
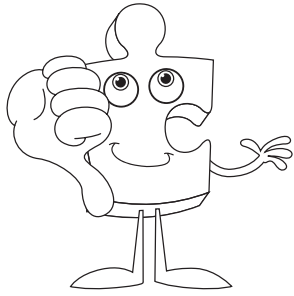
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Changing Me Piece 5

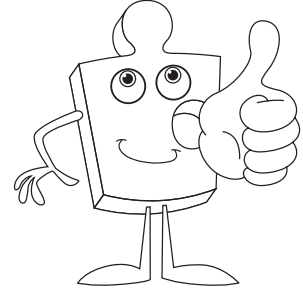
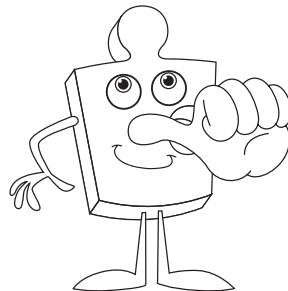
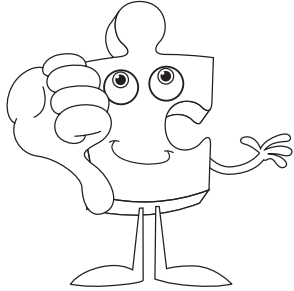
Ages 6-7

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TINT BOX - To improve next time I

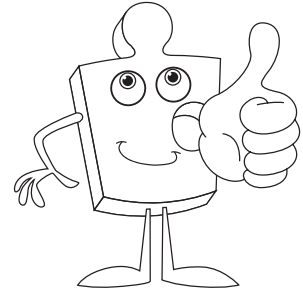
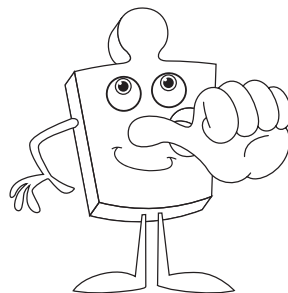
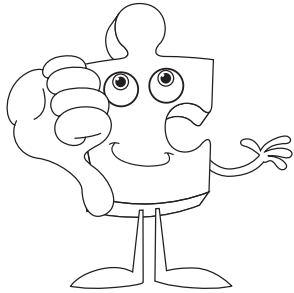
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Changing Me Piece 5

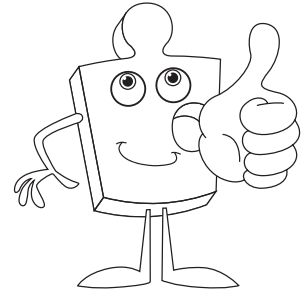
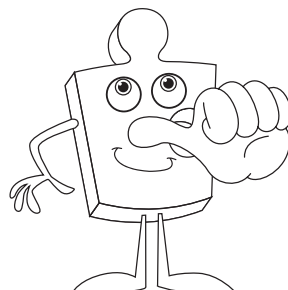
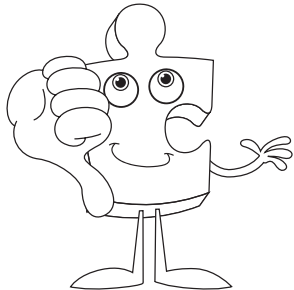
Ages 6-7

Name

I understand there are different types of touch and can tell you which ones I like and don't like



I am confident to say what I like and don't like and can ask for help



TINT BOX - To improve next time I

Open my mind

Remind the children about all the learning they have done in this Puzzle (unit) about growing up and changing. What can they remember?

Explain that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to in their next school year and to talk to their talking partner about it. Share ideas by passing Jigsaw Jo around the circle and completing the sentence: "One thing I am looking forward to next year is ...".

Tell me or show me/Let me learn

Slide 1: Make leaf mobiles. The children return to their tables and are given another card leaf template (A4 size) each. Talking through the instructions on the PowerPoint slide ask them to draw or write on one side of the leaf:

- one thing they like about being who they are
- one thing they are looking forward to about getting older
- one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often

On the other side of the leaf:

- to explain how they feel about getting older and facing new changes

The leaves can be decorated and tied together with the leaf from Piece (lesson) 2 as the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting this unit (Puzzle).

At the end of the lesson, share some of the children's responses to highlight that we all feel differently about different things because we are all unique people, and that it is OK to be different from others.

Help me reflect

Slide 2: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

What are you looking forward to next year?

How are you feeling about moving to a different class?

What do you like/dislike about being a boy/girl?

What do you like /dislike about getting older?

What changes are you looking forward to?

Notes

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.



Changing Me

Calm Me Script - Ages 6-7 - Piece 6

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can and try to focus all our attention on our hands.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise thinking about our hands, so first of all help your mind to focus on your hands.. just think about your hands..can you feel your fingers and thumbs? Can you wiggle your fingers?

Think about how amazing it is that your fingers can grip things or point to things and your hands can hold on to things, stroke your pet, hold your friend's hand, play the recorder, help you eat your snacks, throw a ball, wave to your mum, write your name.....how amazing. Could your hands do all these things when you were a baby? Could you hold your teddy or your bottle? Could you hold a pencil and write your name? ... aren't we lucky to have such great hands? Our bodies are incredible and are growing and developing all the time.

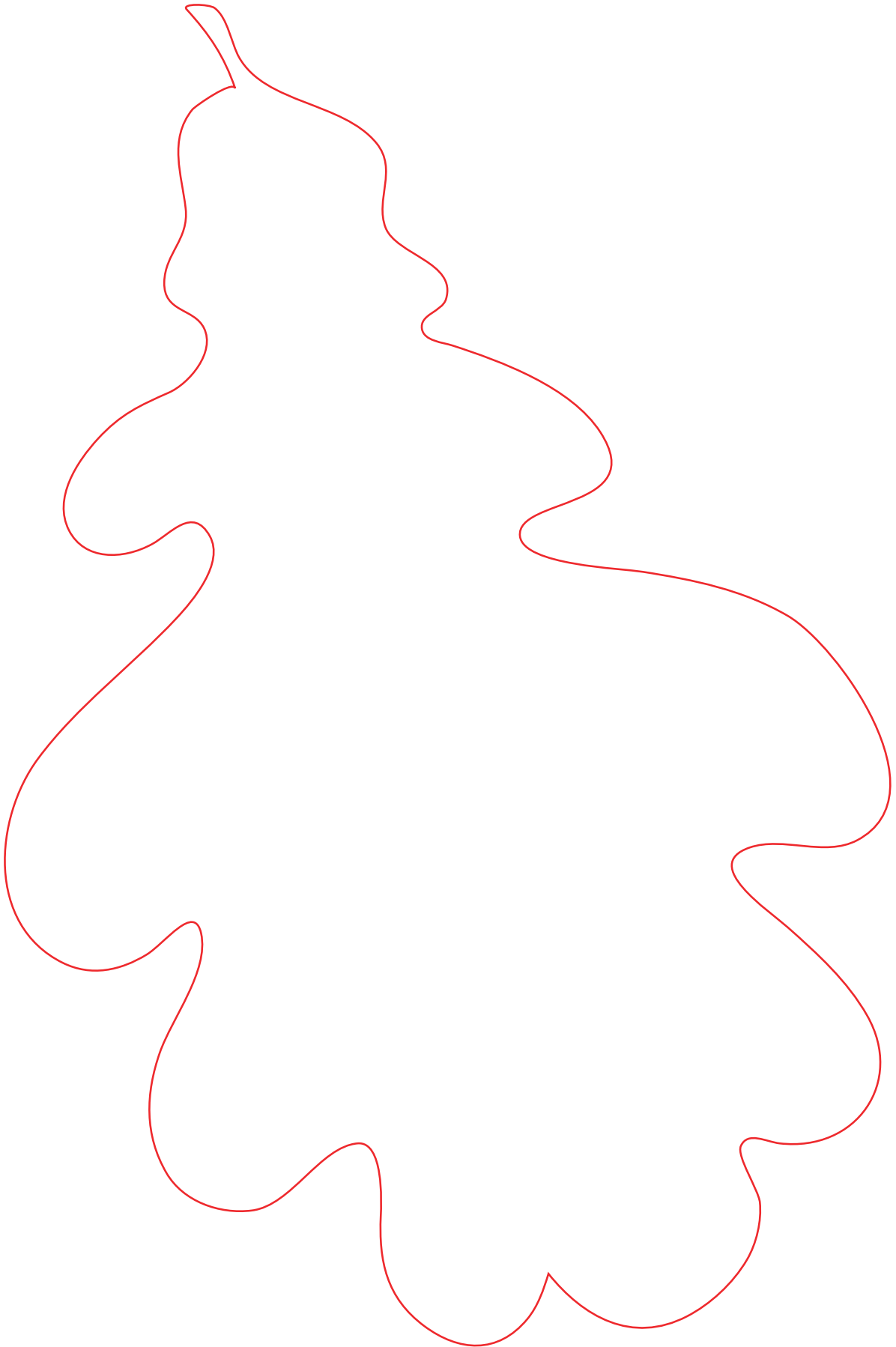
Take a nice breath in...I am so lucky.....breathing out.....what an amazing body I have.....I am so grateful that my body keeps growing and developing just as it should.

Take a few simple and delicious slow, gentle breaths...

Repeat this several times and gently invite children to listen until they can no longer hear the chime and then bring their attention back to the present moment in the classroom...wiggle your fingers and toes and take a big stretch as you open your eyes and smile.



Changing Me
Leaf Template - Ages 6-7 - Piece 6





Changing Me

Leaf Mobile Instructions PowerPoint Slide 1 - Ages 6-7 - Piece 6



One side of your leaf write or draw:

- One thing you like about being who you are
- One thing you are looking forward to about getting older
- One thing you would like to change next year and how to do it

On the other side of the leaf:

- Explain how you feel about getting older and facing new changes

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Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 6



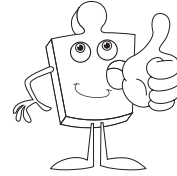
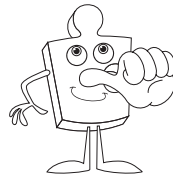
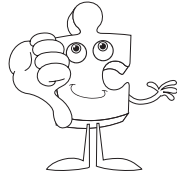
My Jigsaw Learning

Changing Me Piece 6

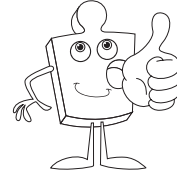
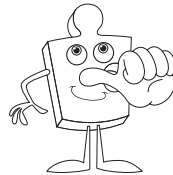
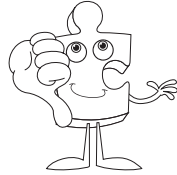
Ages 6-7

Name

I can identify what I am
looking forward to when
I move to my next class



I can start to think about
changes I will make in my
next year at school and
know how to go about this



TINT BOX - To improve next time I

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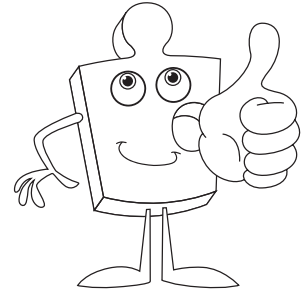
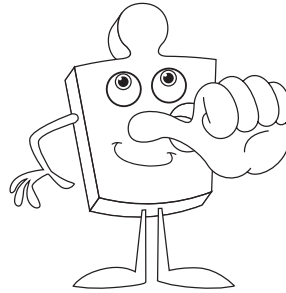
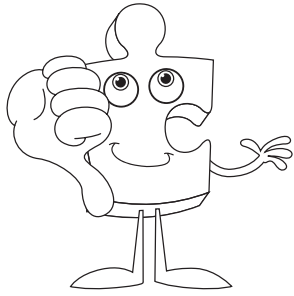
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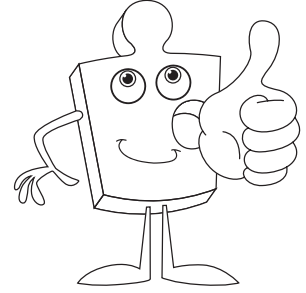
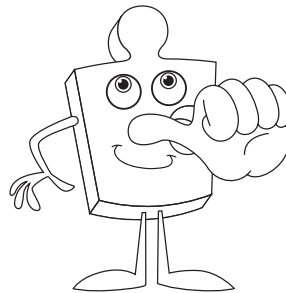
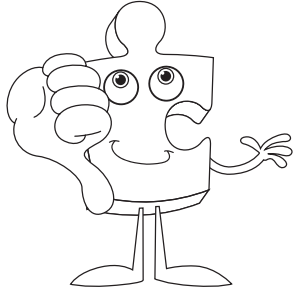
Ages 6-7

Name

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TINT BOX - To improve next time I

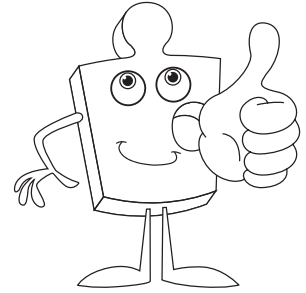
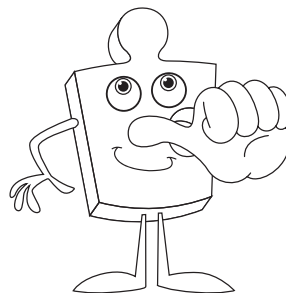
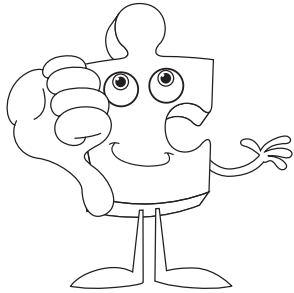
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Changing Me Piece 6

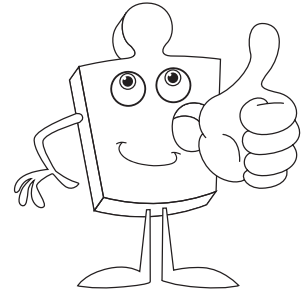
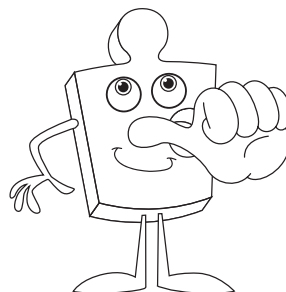
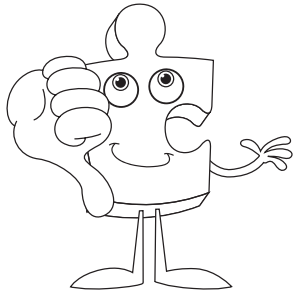
Ages 6-7

Name

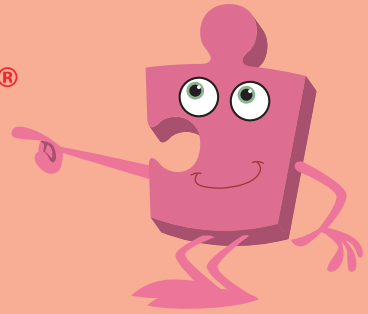
I can identify what I am looking forward to when I move to my next class



I can start to think about changes I will make in my next year at school and know how to go about this



TINT BOX - To improve next time I



Changing Me

Well done!



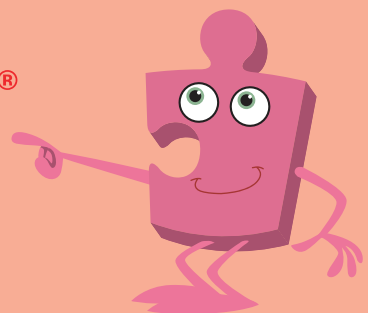
Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:



Changing Me

Well done!



Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:

Exemplification for Ages 6-7 **Changing Me** Puzzle

These are examples of the style of answers that children may write/ and say in response to lesson (Piece) 6 in particular. The content could be different. Teachers will also need to consider the children's understanding of 'private' body part names and their knowledge about why these parts of their bodies are private (from Piece/lesson 4).

WORKING TOWARDS

When I was a baby I couldn't talk. Now I can. When I get older, I can learn to drive a car.

Boys have a penis. This is private because it is a special part of my body and I only talk about it when I need to.

I am looking forward to having a job.

Sometimes I don't like being a girl because people think you have to act in a certain way.

Ages 6-7 expectation

WORKING AT

My vulva is a special and private part of my body. It is important to keep this private by wearing clothes in public because it would be embarrassing not to.

Some touches are meant to hurt. Other touches are kinder.

I like being a girl and doing 'girly' things with my Mum. Some of my friends are girls and they like doing other things that I don't enjoy, like playing sport.

WORKING BEYOND

Boys and girls have different private parts like vaginas and testicles, and they may also like to do different things. We wear clothes to keep ourselves covered to keep our privacy. It would not be polite to talk about private body parts unless it was a special time, like in school, with my Mum or with a doctor.

Some people might be worried about getting older because they are scared about moving to a different class in school. I am not worried because I am looking forward to learning new things. They might not be thinking about the good parts of the change, and just thinking about the things that worry them.

